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AUTHOR	Slaymaker, Josephine; Eakman, Donna
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ABSTRACT

A project to develop a student word processing manual was developed by using input from: (1) information specialists, employees, and educators; and (2) students using the manual. These instructional materials provide workbook assignments and reading for an individualized unit on CPT word processing to be used by 30 to 40 high school students per year. The unit is divided into three sections. Ten introductory chapters cover identifying system components, setting margins and tabs and format lines, typing text, recording to and recalling from disk, printing from disk, printing from screen, disk table of contents, centering text, underlining text, and document creation. Nine intermediate chapters focus on editing text, changing margins in editing, changing line spacing in editing, using non-adjust features, typing with coded functions, using coded tabs, block move, decimal tabs, and column move. Topics of the eight advanced chapters are search and replace, keyboard programs, screen sort, inserting pre-recorded material, inserting text with variables, control page printing, merge, and using merge with a selection line. In each chapter are reading assignments and a corresponding exercise for the student to complete. Some assignments have several exercises to provide students with ample practice in developing a skill and knowledge of a procedure. (YLB)

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WORD PROCESSING INSTRUCTIONAL MATERIALS

MT 84/3301
Mat Identifier 84-0702-05-23-16-C613

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Prepared by:

Josephine Slaymaker, Great Falls High School

and

Donna Eakman, Great Falls Vo-Tech

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1. TITLE OF PROJECT: WORD PROCESSING INSTRUCTIONAL MATERIALS FOR THE CPT

2. PROJECT NUMBER: 84-0702-05-23-16-0613

3. TYPE OF PROGRAM: Proposal for Vocational Program Improvement Projects--Exemplary

4. INSTITUTION/AGENCY CONDUCTING PROJECT: Great Falls High School--Office Education

5. PERSONNEL: DIRECTOR AND INSTRUCTOR--Josephine Slaymaker
ASSISTANT DIRECTOR--Donna Eakman
CONSULTANTS--Association of Information Systems Professionals (AISP)
GFHS Business Department Advisory Committee
Student employers from Office Education Co-op Program
Will Weaver--Consultant for Secondary Vocational Education

6. LOCATION: Great Falls High School; Office Education classes

7. PARTICIPANTS: The estimated number of participants in this program would be approximately 30 to 40 Office Education students per year from Great Falls High School. This program would be aimed at helping to meet the needs of those students who are planning to enter the labor force directly from high school. No student shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under this program. If this program seems to attract a substantially disporportionate number of individuals of one sex, necessary steps will be taken to assure that such disporportion is not the result of sex bias or sterotyping practices.

8. AGENCIES/INSTITUTIONS INVOLVED: By using the Office Education Advisory Committee and the Business Department Advisory Committee for Great Falls High School, I was insured that input from various groups were considered. A combination of the committees include a wide cross section of the community including O. E. Coordinators, CPT operators, an AISP representative, a school district consultant for secondary vocational education, O. E. student employers representing the Great Falls business community, and other representatives from the business community.

Coordination of the activity was beneficial to all. Current information as to the needs of the community and evaluation of materials was accomplished.

9. OBJECTIVES OF PROGRAM:

1. The student will understand the concept of word processing and know the terminology.

2. The student will be able to apply word processing to specific tasks; therefore, upon completion, the student will possess skills necessary for initial employment at entry level. The specific applications will include the following: (a) basic operating procedures; (b) Typing and editing (typing, moving text on screen, making corrections, making major revisions, automatic search and locate, determining page appearance, moving text--cut and paste--, special effects); (c) printing (printing equipment, direct printing, control page printing, using the system as a typewriter, special printing features, printer maintenance); (d) filing (organizing information, recording text, the table of contents, recalling text, page erasure, page duplication); (e) columns (typing columns, column move, printing columns); (f) planning and creating a keyboard program (displaying, recording, editing, loading, documenting); (g) assembling and merging (using standarized information, using insert, using HAT codes with insert, automatic text merge, automatic selection, variable file maintenance, using variable files in screen assembly, special applications); (h) screen sort.

3. The student will show initiative and a sense of responsibility for quality, quantity, and economy in production.

4. Cooperative vocational students will be informed of career options available to them and of sex bias and sex stereotyping.

The program follows the standards set forth by Title 9 state plan. The program is open to both male and female students. Unfortunately, enrollment patterns usually reflect the traditional female predominance in the secretarial area. Efforts are being made to encourage more male participation. There was one male enrolled for the 1983-1984 school year. There are two males enrolled for the 1984-1985 school year. All materials used will discourage sex bias. Our advisory committee is comprised of both sexes. Both sexes are provided equal opportunity and training.

10. Objective 1--All students accomplished this objective. A supplementary unit and reading materials for students was designed. I used an excellent workbook called Word Processing Concepts," by Mona Casady for lecture materials, handout materials, overhead materials, and test materials. This unit introduced the concept of word processing and gave the students a sound background in terminology.

I also used a Prentice Hall Media unit consisting of a teacher's manual and filmstrips. These included "An Introduction to Word Processing," "Generating Documents," Keyboarding and Editing," and "Distribution and Retention." This unit reinforced the workbook materials presented earlier.

Objective 2--The student will be able to apply word processing to specific tasks; therefore, upon completion, the student will possess skills necessary for initial employment at entry level. All students completed this objective

by completing the workbook assignments and reading as attached to this report. I used an individualized approach to this unit. I divided the unit into three sections: (1) introduction chapters; (2) intermediate chapters; and (3) advanced chapters. The introduction chapters acquainted students with all of the basic operations of the CPT. Students did a reading assignment and then they completed a cooresponding exercise. Some assignments had several exercises so that students would get ample practice in developing a skill and knowledge of a procedure. All students completed the introduction chapters and were evaluated by the summary chapter 10. A constant evaluation consisted of students completing a daily activities report and attaching copies of exercises completed. Student working disks were available for evaluation at all times.

Different students completed various amounts of the intermediate chapters and the advanced chapters depending on their ability to grasp the information and the availability of the CPT. There is only one CPT available at the present to the classroom. Evaluation was the same as described above. In addition, students were given supplementary tests periodically. These were usually based on several chapters combined.

Objective 3--The student will show initiative and a sense of responsibility for quality, quanitity, and economy in production. Many exercises were assigned as a part of each chapter. Only perfect work was acceptable from students. Much of the work was evaluated on the screen before printing. Students also completed a proofreading and punctuation unit prior to starting the CPT word processing unit. Individual time frames were developed for each student.

Objective 4--Cooperative vocational students were informed of career options available to them and of sex bias and sex sterotyping. Guest speakers of both sexes were brought in to talk to students--a file is being developed of names, addresses, and phone numbers of individuals in the community who are willing to talk to students about careers. Students also used the Guidance Information System to research their career interests and related careers.

II. EVALUATION: Evaluation was an on-going process. Students daily completed a "Daily Activities Report" and attached copies of exercises completed if applicable. This gave me as the instructor a continuous source of information as to how and what a student was accomplishing. As numerous students completed a chapter, I corrected and rewrote the chapter if necessary so that the chapters were more easily understood by the students. I found that very few changes were needed.

My desk is located next to the CPT word processor which students were using so there was also a constant verbal exchange. Several student and teacher aids who were very much interested in learning word processing skills also went through the entire unit. So, I had much input from "student" participants.

Student tests were an excellent source of evaluation. It proved that the units were very successful in teaching students word processing skills.

A significant result of the CPT unit (to me) was the fact that students desired to use the word processor for other assignments and were able to apply the skills they learned to develop a useable product. They understood the benefits of learning these concepts. Students who were employed with the availability of

a word processor or computer were constantly relating experiences with these electronic machines as they tried new things as a result of their classroom learning. In short, they understood word processing concepts and could apply them to other word processors.

12. RECOMMENDATIONS: I would recommend that more time be given to develop a difficult and long unit such as I completed. I would also recommend that the evaluations of the project be done after the entire project is complete. Then, if changes are to be made, that these changes are again evaluated. For this project, I would have been happy to have one year to write the project and one year to evaluate the project.

    I also recommend that more projects of this type be made availabe by grants to teachers. There are so many good ideas but there is so little time and money to develop them.

13. FINAL ITEMIZED EXPENDITURE REPORT: This is attached.

14. MAJOR EQUIPMENT INVENTORY: There was none purchased for this project. The school district had previously purchased the CPT word processor.

15. DOCUMENTATION: This is attached.

16. ACCOUNTING DOCUMENTATION: The school district business office has retained the necessary papers for auditing purposes.

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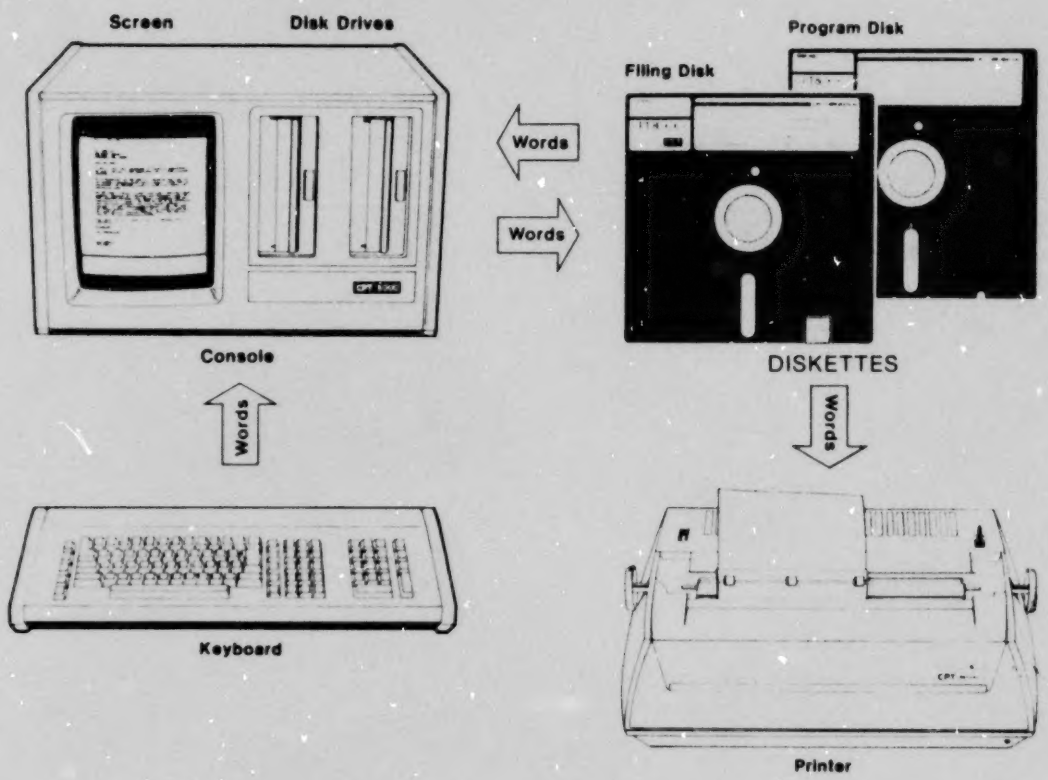
CHAPTER 1

IDENTIFYING SYSTEM COMPONENTS

Your CPT word processing equipment consists of the following components:

Console (disk drives and screen)
Keyboard
Printer
Diskettes

The following material will introduce each of these components to you.



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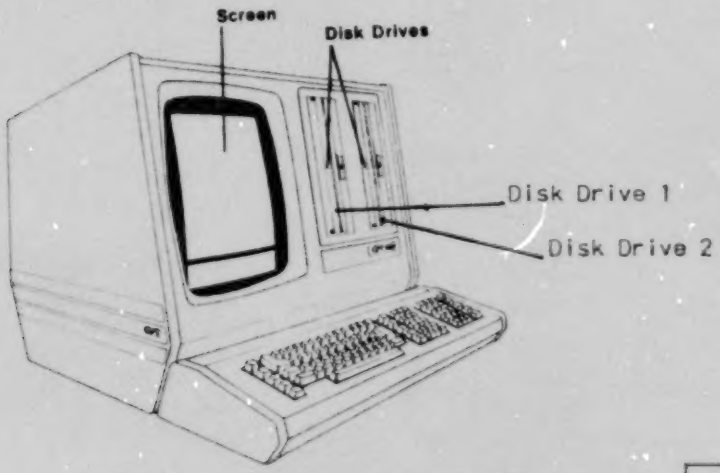
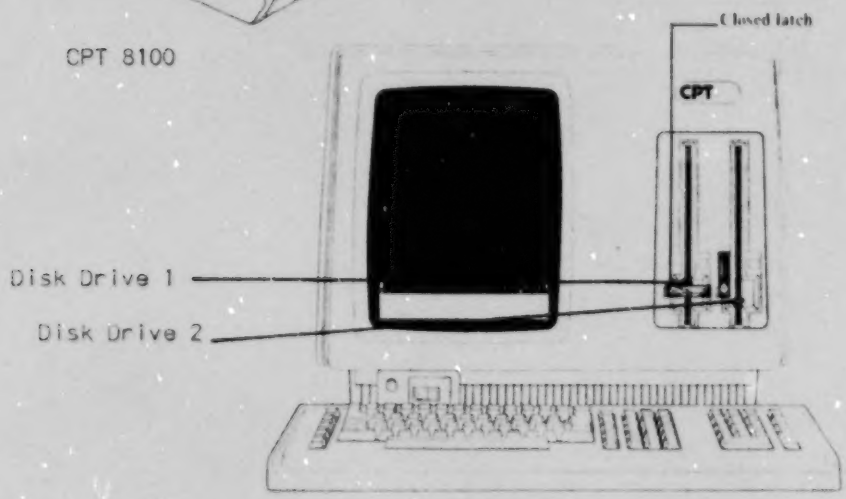
DISK DRIVES

Your CPT 8100/8525 has two disk drives. The disk drives house (1) the program disk (explained in more detail later) which programs the system with instructions to do word processing and (2) the filing diskettes for recording your material permanently.

The disk drive closest to the screen is always referred to as Disk Drive 1, and the disk drive farthest from the screen is always referred to as Disk Drive 2.



CPT 8100



CPT 8525

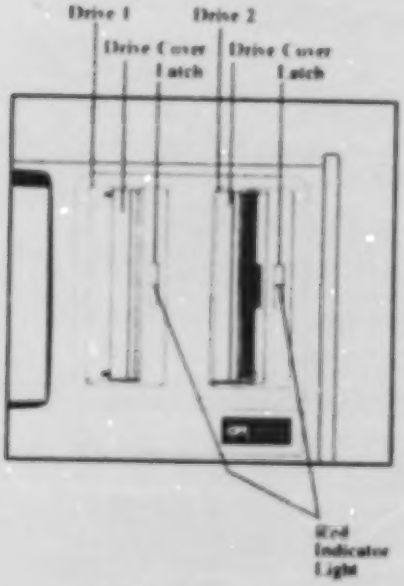
* *

EXERCISE 1.1
Find the Disk Drives on your CPT.

* *

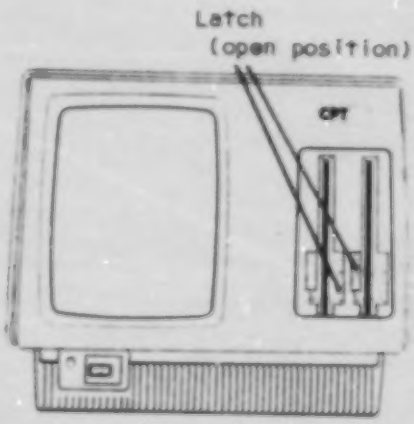
The Disk Drives on the CPT 8100 have drive covers and latches. Refer to the previous picture. The drive cover is the long, black door that runs vertically on the disk drive. Close this door by pushing it to the right (toward the latch) until you hear it catch. Open the drive cover by pressing the latch (see picture). This will automatically "pop" the drive cover open.

The Disk Drives on the CPT 8525 have latches. Close the drive by turning the latch to the right, having it go from a vertical position to a horizontal position.



CPT 8100

Disk Drives



CPT 8525

* *

EXERCISE 1.2
Practice closing the disk drives on your CPT.

* *

CARE OF THE DISK DRIVES

Always keep the doors (on the 8100) to the disk drives closed when you are not using them. This prevents dust from getting into the disk drives.

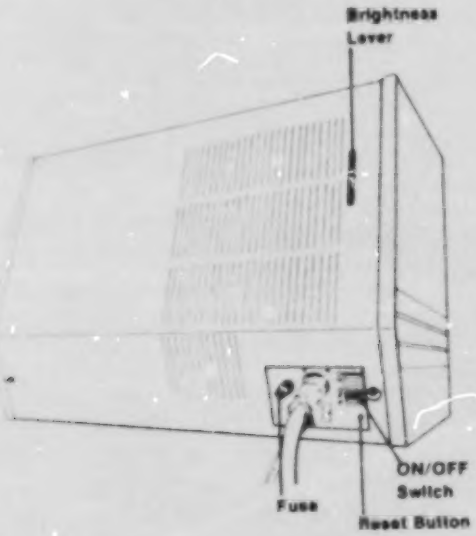
Never try to remove a disk from the disk drives when the red indicator light on the latch door is on. When this light is on, the system is accessing the disk.

Always be sure to remove any disks from the disk drives before you turn the system off.

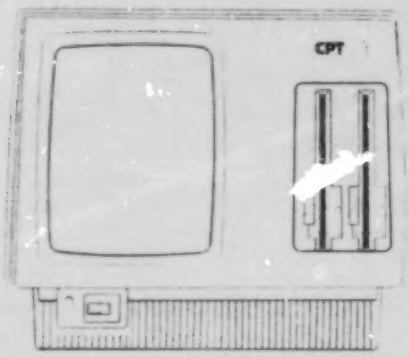
Always be sure that there are no disks in the disk drives when you turn the system on.

ON/OFF SWITCH

The on/off switch is located in the back of the CPT 8100 and in the front of the CPT 8525.



CPT 8100



CPT 8525

* *

EXERCISE 1.3

As you face the CPT 8100, reach to the back of its left (and your left) side and locate a rocker switch near the base of the console.

Turn your system on at this point by "rocking" the switch into the "on" position. The message PLEASE INSERT PROGRAM DISK will appear in the middle of the screen.

* *

RESET BUTTON

On the CPT 8100, the reset button is located beneath the on/off switch in the back of the console. On the CPT 8525, the reset button is located to the left of the on/off switch.

The reset button was shown to you in the previous picture. Refer back to that picture.

If you need to reprogram your system while you are using it, push the reset button (after you have removed any filing diskettes and before you insert the program disk) rather than turning the system off. The message PLEASE INSERT PROGRAM DISK will appear on the screen. Now you would insert the program disk in order to reprogram (reset) your system.

* *

EXERCISE 1.4
Locate the reset button on your CPT, but DO NOT push or touch it at this point in your instructions!

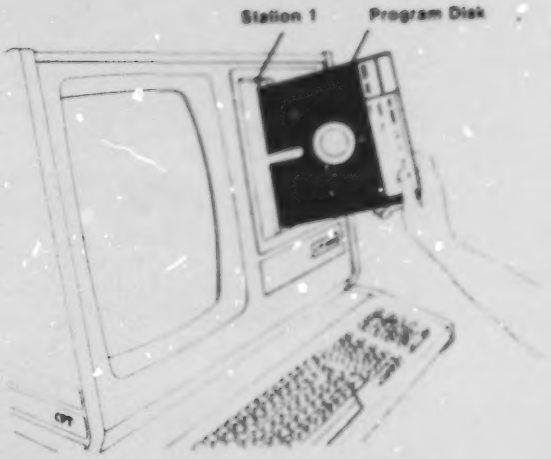
* *

PROGRAMMING THE SYSTEM

Although the program disk can be inserted into either disk drive in order to program the system to do word processing, we will place the program disk into Disk Drive 1 in order to be consistent.

The following diagram shows the correct procedure for inserting a diskette, whether it be the program disk or a filing disk, into the disk drives. Note that the long, cylindrical opening on the disk, as well as the label, faces the screen.

It is not necessary to force a disk when putting it in a disk drive. Gently push the disk into the disk drive and then close the door on a CPT 8100, or turn the latch, which is not in a vertical position, to a horizontal position across the disk drive opening on a CPT 8525.



* *

EXERCISE 1.5
Insert the program disk into Disk Drive 1 and close the door on the 8100 or turn the latch down on the 8525.

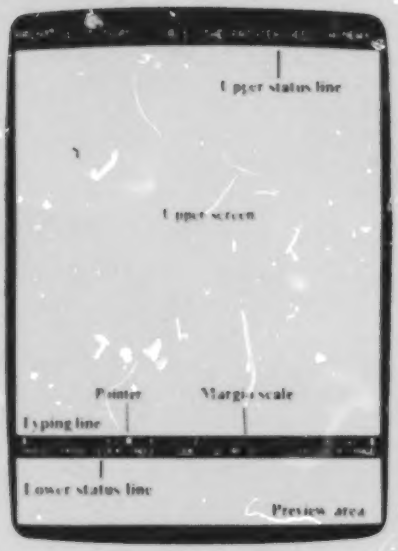
If you feel you need further instructions regarding diskettes before you procede with the programming step above, please refer ahead to the section on diskettes and then come back to this step. However, it is important to program the system at this point in your instructions. DO NOT attempt to read the following material until your CPT is programmed--has a lighted screen.

* *

SCREEN

You have no doubt located the screen on your console by now! The screen resembles a TV screen, but it is referred to as a CRT (cathode ray tube). As you type, your type will appear on the screen rather than on paper (as you are used to with a typewriter).

Because you have just finished programming your system, you will see a lighted screen similar to the following:



* *

EXERCISE 1.6
Locate the following parts, which are labeled in the above picture, on your screen:

Upper Status Line (this appears black when the system is first programmed)
Upper Screen
Typing Line (first white blank line directly above margin scale)
Pointer
Margin Scale
Lower Status Line (numbers 1 and 0 appear there)
Preview Area

* *

The messages on the upper and lower status lines appear when those commands have been given to the word processor and those functions or features are being used by the system.

The preview area (sometimes referred to as the lower screen) will hold seven lines of text. This area is not a part of the system's memory. Text can be brought into the preview area from a diskette without entering the system's memory. When material is scrolled from the preview area into the upper screen, it enters the system's memory as it crosses the margin scale line.

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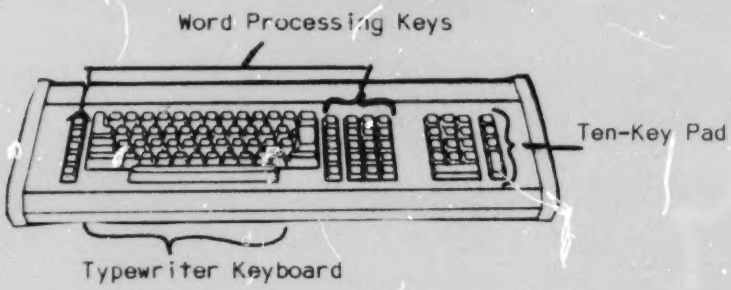
The upper screen is part of the system's memory. The system's memory will hold approximately 10,000 characters. When you reach this capacity, the system will "beep" at you and a message will scroll across the upper right hand corner of the screen (on the upper status line) telling you THE SCREEN IS BECOMING FULL.

The pointer moves along the typing line and you keep track of its position on the typing line by watching the character counter, which is the first number on the lower status line (reading across the line from left to right). This number should be "1" right now since you have not moved the pointer (with the space bar). All typing is done on the typing line. The pointer indicates where the next character will appear when typed.

The system's default (standard) settings cause it to be programmed so that the screen appears as it does: no material in the upper screen, seven lines in the preview area, nothing on the upper status line, character counter (on lower status line) at 1, line counter (on lower status line) at 0, the pointer at character position 1 on the typing line, the right margin set at 80 (you will see a larger white line at the end of the margin scale), and the left margin set at 1 (the pointer is directly over it, so you cannot see it).

KEYBOARD

The keyboard, which is movable, actually has three sets of keys on it: the typewriter keyboard, the ten-key pad, and the word processing function keys.



TYPEWRITER KEYBOARD

This keyboard is just like the typewriter keyboard that you are already familiar with. However, you will find some additional symbols on the symbol keys that are made with the use of the CODE key.

* *

EXERCISE 1.7
Locate the typewriter keyboard and try out the following keys on it.

Space Bar. Note that it moves the pointer along the typing line and that the character counter at the right end of the margin scale tells you the corresponding position of the pointer.

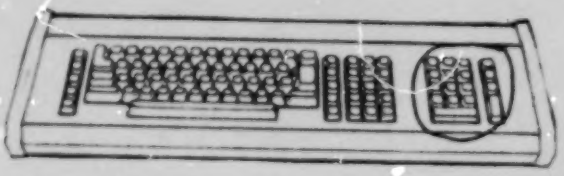
Return Key. Notice that you get a white line above the typing line as you touch this key. You will always need this line in order to type. As you begin typing, you will need to do a CR (carriage return) in order to get a typing line. Depress the Return Key several times and notice the line counter at the far end of the typing scale. This counter will always tell you how many lines above the margin scale you are.

Backspace Key. Note that this key moves the pointer backwards across the margin scale. Keep moving it backwards until it is in position 1 (watch your character position counter).

* *

TEN-KEY PAD

This set of keys is located at the far right (as you face the keyboard) of the keyboard. It is similar to the ten-key pad on a calculator or an adding machine. It can be used to enter numbers on the screen, and it is used when the decimal tab feature (explained later) of your system is used.



Ten-Key Adding Machine Pad

* *

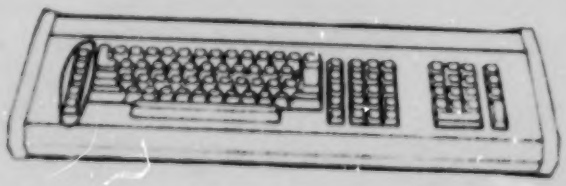
EXERCISE 1.8
Locate the ten-key pad on your CPT keyboard.

* *

WORD PROCESSING FUNCTION KEYS

These keys are located on both sides of the typewriter keyboard.

The five keys to the left of the typewriter keyboard can be referred to as the "Margin and Tab Key Block" since this column, or block, of keys contains the keys used to set those format instructions.



Margin and Tab Key Block

CODE	This key is used with other keys to perform special functions. It is always held down while you touch another key.
CLEAR/TAB/SET	This key is used to set and clear tab stops.
HOLD	This key is used to add and delete characters and spaces on the typing line. It is an on/off key--the first time it is depressed, the "hold" feature is turned on; and the next time it is despressed, the "hold" feature is turned off.
MAR/SET	This key is used to set left and right margins.
MAR/REL	This key is used to release the left and right margin settings so that you can type beyond them.

Of the keys in the above block, the CODE key and the HOLD key are really word processing keys that are located in the Margin and Tab Key Block. However, you will find that the CODE key is used with some of these keys in formatting, and the HOLD key will be used frequently as you type, correct errors, and edit your text.

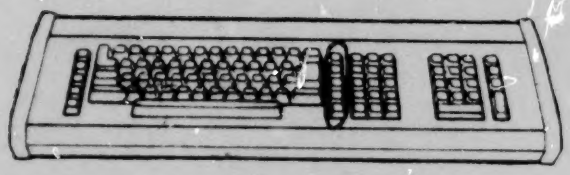
* *

EXERCISE 1.9
Locate the Margin and Tab Key Block on your CPT keyboard.

Depress the HOLD key twice. Notice the word HOLD appears on the left side of the status line as you touch the key the first time. Now be sure to touch it a second time and watch the word HOLD disappear. Be sure that the word HOLD does NOT appear on the status line before you continue with this manual.

* *

The next set of word processing function keys that we will look at is located to the right of the typewriter keyboard. It is a single column of five keys.



Function Key Block

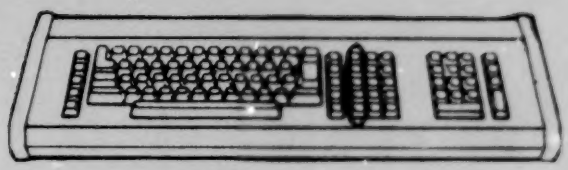
CODE	A second CODE key is located here for your convenience and can be used interchangeably with the other CODE key. As with the other key, it always used with another key to choose a special word processing function. It is always held down while you touch another key.
INSERT	This key is used to insert pre-recorded material onto the screen.
PROG	This is the program key, and it is used to store repetitive keystrokes that will be reused.
MOVE	This key is used to move blocks of text from one place in a document to another. It is also used to access the spelling feature and to enter words into the spelling lexicon (dictionary).
ERASE	This key is used to remove (erase) unwanted characters on the typing line. It leaves a blank space where the erasure took place.

* *

EXERCISE 1.10
Locate the Function Key Block on your CPT keyboard. You will not use any of these keys at this point in your instructions.

* *

As you continue to the right in locating the word processing function keys, the next set of five keys (in a column) are called the "Text Editing Keys."



Text Editing Keys

These keys are used with the Amount Control Keys (discussed next) to edit text on the screen. However, STOP also talks to the printer.

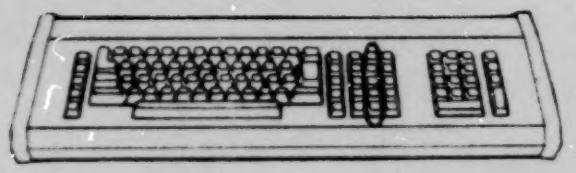
STOP	This key stops the printer. It will also stop some word processing functions.
SKIP	This key deletes, or skips out, text in the preview area according to the amount of text selected with the amount control keys (character, word, line, paragraph, or page).
ADJ	The adjust key moves text from the preview area into the upper screen, "adjusting" the text to the margins in the upper screen.
UP	This key moves material up the screen (vertical scroll) according to the amount of text selected with the amount control keys.
DOWN	This key moves material down the screen (vertical scroll) according to the amount of text selected with the amount control keys.

* *

EXERCISE 1.11
Locate the Text Editing Keys on your CPT keyboard.

* *

The next set of five keys is called the "Amount Control Keys."



Amount Control Keys

CHAR	A character can be a single letter, number, space, or special symbol.
WORD	A word is any character or group of characters followed by one or more spaces. The spaces up to the next character are considered part of the word.
LINE	A line is any single string of words, characters, or spaces followed by one RETURN.
PARA	A paragraph is any character, word, line or series of lines followed by two RETURNs.
PAGE	A page is all of the material both on the screen and in the screen memory. A page is also all of the material or text that is recorded on disk under one page label.

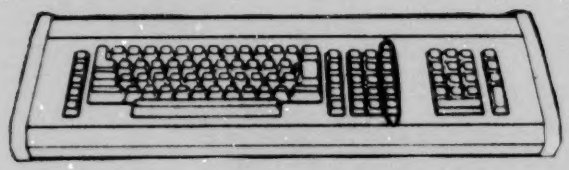
* *

EXERCISE 1.12
Locate the Amount Control Keys on your CPT keyboard.

Touch each of the keys, beginning with CHAR and working down the column of keys to PAGE. Watch the far right of the status line and notice that each amount selected appears there on the status line so that you always know which amount of text the system is working with. It is okay to leave PAGE on the status line as you leave this exercise and continue on with your instruction manual.

* *

The last (!!!) set of word processing function function keys can be called the "Drive Command Keys." This group of keys is used to record, recall, and print your material.



Drive Command Keys

IN	This key is used to recall material from the disk and put it on the screen. Material can be brought "in" from either disk drive.
OUT	This key is used to record material to a disk in either disk drive. This allows you to permanently store material you created on the screen.
PRINT	This key is used to print material from the screen or from a diskette located in either disk drive. This command is used to get a "hard copy" of your text (printed copy).
Blank Key	This key has been left blank and will be used by CPT Corporation for future enhancements of their system.
HAT	The hat symbol is used to create special word processing functions and will not be discussed at this point.

PRINTER

The printer that you will be using is a letter quality printer that uses a daisywheel. Your printer can print at _____ cps, which stands for characters per second.

A letter quality printer prints documents that are ready to be mailed.

Your printer has certain default (standard) settings regarding how many characters per inch, how many lines per inch, how far to indent from the left margin, etc. You can change any of these default settings before you print documents if you desire any of them to be different from the default setting. Further instructions in doing this are contained in the section of this manual on printing from the disk.

Printers are often enclosed in acoustical hoods in order to cut down on the noise from the printing process.

* *

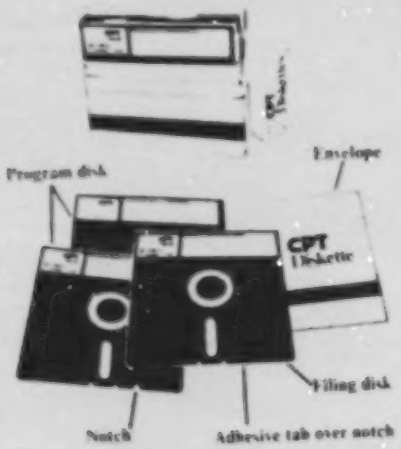
EXERCISE 1.13

Locate your printer and take note of whether or not it is enclosed in an acoustical hood.

* *

DISKETTES

Your CPT uses an 8-inch floppy diskette, which is also referred to as a floppy or a disk. A diskette resembles a 45 rpm record, and it is kept in a black protective cover. It is important to not touch any of the exposed areas as the entire diskette is covered with a magnetic material and certain areas must be left exposed in order for the read/write head (located inside the disk drives) to access the diskette.



It is important to keep diskettes in their envelopes when they are not in use in either disk drive. This helps to protect them from dust and from touch!

The largest notch at the bottom of each diskette is called the record/enable notch. Material cannot be recorded on a diskette unless this notch is covered with a tab. Tabs are provided in each box of diskettes. Important diskettes which you do not want additional material recorded onto can be protected by removing the tab. Also, it is recommended that no additional material be recorded to diskettes which are 85 percent full. This leaves room on the disk for revisions and editing. These disks, too, can be protected by removing the tab from the record/enable notch.

You will not be able to record material onto a diskette unless a tab is placed on this notch. Should you try to, the system will "beep" at you and a message will scroll across the upper right hand corner of your system telling you to PLEASE PLACE A TAB ON THE DISK IN STATION (1 or 2).

* *

EXERCISE 1.14
In the above picture, locate the following parts:

Program Disk
Filing Disk
Envelope
Notch (large notch on bottom of diskette)
Adhesive tab over notch

* *

You will be working with two kinds of diskettes: a Program Disk and a Filing Disk. The following material will look at each one individually and then will give you some reminder rules for working with diskettes.

The Program Diskette. The Program Disk comes with your CPT and is the special set of instructions (software) that causes your hardware to become a word processor. Always use special care when handling this diskette. It should not have a tab placed on its record/enable notch.

Follow these steps when using your program disk:

1. Turn the power on before you insert your Program Disk into Disk Drive 1. (Either disk drive could be used, but we will be consistent by using the first one.)

2. Insert the Program Disk into Disk Drive 1, making sure that the label faces the screen.

3. When the screen lights--you see the status line, typing scale and preview area--you will know that your system is properly programmed.

4. Remove the Program Disk from Disk Drive 1 and place it back in its envelope.

5. Put the Program Disk away.

Your classroom will have an established place to keep your program disk. It is important to keep it one place so that everyone will always know where to find it.

It is okay to program your system once a day--in the morning when it is used for the first time. Then you can leave it until the end of the day, or until it will be no longer be used that day.

Filing Diskettes. Filing diskettes are used to permanently record material that you wish to keep. Approximately 315,000 characters can be stored on one of your 8-inch diskettes for the CPT. This

is equivalent to approximately 150 pages. (There are considered to be 2500 characters to a page.)

Filing diskettes need to have the record/enable notch covered with a tab in order to record material on them.

A label needs to be prepared for each filing disk. Before this label is placed on the disk, it can be typed on or written on with a pen. After it is placed on the disk, use only a flair pen, or a felt-tip marker, to make additions to or corrections on the label. The pressure from a pen point (or pencil) could damage the material recorded on the disk.

During the use of this manual, you will be using a diskette labeled STUDENT USE for recording your material in the exercises. There is also a diskette labeled INSTRUCTION DISK which has pre-recorded material for use with some of the exercises. This disk should not have a tab on it. These diskettes are no doubt located at the back of the instruction manual unless your instructor has told you otherwise.

* *

EXERCISE 1.15

Locate the diskette labeled STUDENT USE. Check to make sure that there is tab on it.

Locate the diskette labeled INSTRUCTION DISK. Check to make sure that there is NOT a tab on it.

* *

When working with diskettes, remember the following:

1. DO NOT touch the exposed areas.
2. DO NOT allow disks to get dirty or dusty.
3. DO NOT spill anything on the diskettes.
4. DO NOT bend, fold, paper clip or staple diskettes.
5. DO NOT lay disks near anything magnetic.
6. DO NOT write on the label of a diskette with a pen or pencil.
7. DO NOT try to erase (with an eraser) on the label of a disk.
8. DO NOT put a diskette into either disk drive before the power has been turned on.

9. DO NOT remove a diskette after the power has been turned off.

Also remember:

1. DO use flair or felt-tip markers when writing on diskette labels.

2. DO keep unused diskettes in their envelopes.

3. DO put your diskettes away when you are finished using them.

4. DO turn on the power before you insert the program disk.

5. DO remove diskettes before you turn off the power.

6. DO enjoy using diskettes and your word processor!

REVIEW OF CHAPTER 1

Since this chapter contains a wealth of information concerning the components of the CPT, the following are two pages of review. Do not write on the pages, but try to answer all the questions you can. If you have difficulty answering a question, then go back to the chapter and find the answer. You may wish to ask your instructor for a copy of these pages so that you can write the answers on the copy and keep the copy in your notebook for later reference.

Check with your instructor after this review to see if there is a test before going on.

Review

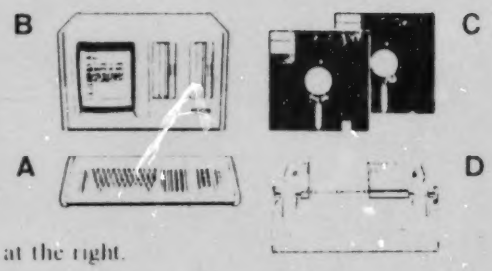
1. List the 4 main components of the CPT 8100 which are illustrated below.

A. _____

B. _____

C. _____

D. _____

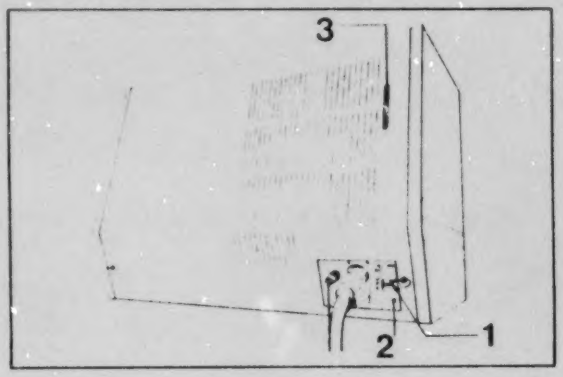


2. Identify the system controls shown in the illustration at the right.

_____ A. Reset button

_____ B. Screen brightness lever

_____ C. ON/OFF switch



3. Identify the screen elements shown in the illustration at the right.

_____ A. Lower status line

_____ B. Preview area

_____ C. Upper screen

_____ D. Margin scale

_____ E. Typing line

_____ F. Upper status line

4. Match the screen elements to their proper definitions.

Screen elements	Definitions
_____ A. Typing line	1. Screen area into which recalled text first appears.
_____ B. Margin scale	2. Line above the upper screen which contains system messages and the number of the disk drive in use.
_____ C. Upper screen	3. Line which divides the upper and lower screen and contains indications of margins and tabs.
_____ D. Preview area	4. Screen area above the margin scale.
_____ E. Upper status line	5. Line directly above the margin scale.
_____ F. Lower status line	6. Line below the margin scale which contains information about the typing and editing you are doing.

Review

5. Place an H next to the correct definition of horizontal scrolling and a V next to the definition of vertical scrolling.

   _____ A. Movement of text from side-to-side across and beyond the screen.

   _____ B. Movement of text up and down, including beyond the screen.

6. Place a check by the correct definition of "system message."

   _____ A. A message contained with each new package of disks.

   _____ B. A short message which the system prints at the end of each printed page.

   _____ C. A message which appears on the upper status line to notify the system user of problems or actions to be taken.

   _____ D. A message which appears in the preview area to notify the system user of problems or actions to be taken.

7. List the three types of keys. Also, briefly describe the function of each key group.

Key group	Function
A _____	_____
B _____	_____
C _____	_____

8. List the two types of disks used by the CPT 8100. Then, briefly describe the function of each.

Disk type	Function
A _____	_____
B _____	_____

9. Label the parts of a disk which are shown in the illustration at the right.

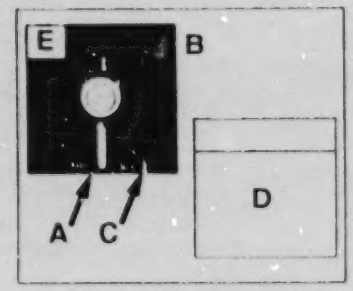
   A _____

   B _____

   C _____

   D _____

   E _____



CHAPTER 2

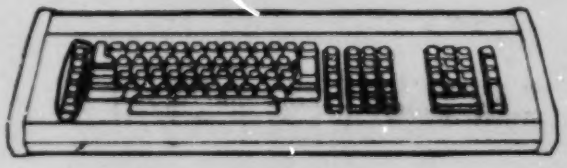
SETTING MARGINS AND TABS AND THE FORMAT LINE

Just as you need to set the margins and tab stops on a typewriter before you begin to type, you also need to do this on a word processor before you begin to type. The margins and tab settings make up the format line.

The default (standard) settings for margins and tabs on your CPT when it is first programmed are: margins at 1 and 80 and no tab settings. Because you can see 80 columns on your screen (horizontal), the width of your screen is actually the line length of the default setting. (There is a horizontal scroll up to 240 characters on the screen, but you see only 80 characters at a time.)

You may have as many format lines as you need throughout the document. You do not need to know all of the tab stops and adjustments you are going to need throughout the document at the time you begin to type the document. However, any tab stops you know you will need early in the document should be set before you begin to type.

The keys that you will be using for setting your format line are located in the Margin and Tab Key Block, which is to the left of the typewriter keyboard.



Margin and Tab Key Block

* *

Exercise 2.1
Locate the Margin and Tab Key Block on your CPT.

* *

SETTING LEFT MARGINS

On your CPT, you will instruct the printer (through CODE PRINT instructions which are discussed later in this manual) how far from the left edge of the paper to indent when it prints. Therefore, we actually set left margin with the printer instructions rather than indicating it on the margin scale. Because of this, we will leave the left margins at 1, which is the default setting. We will actually be setting line length, rather than left and right margins, on the margin scale.

The margin setting indicators are the longest and heaviest white, vertical lines on the margin scale. You should never find more than two of these on the margin scale!

* *

EXERCISE 2.2

Locate the left margin indicator at 1 on the margin scale. If the pointer is at character position 1 (check the character counter), move the pointer to the right by using the space bar.

* *

There may be times when it is desirable to have the left margin at a position other than 1. If this is the case, the left margin can be set by following these steps:

1. Move the pointer to the desired character position on the margin scale--the place where you wish to set the left margin. (Remember: The pointer moves to the right by pressing the space bar and to the left by pressing the backspace key.)

2. Set the left margin by holding down the CODE key while you depress the MAR/SET key.

* *

EXERCISE 2.3

Set a Left Margin at 5

1. Move the pointer to character position 5, using either the space bar or the backspace key as needed.

2. While holding down the CODE key, touch the MAR/SET key. You should no longer see the margin indicator as it is behind the pointer.

3. Touch the space bar two times to move the pointer to the right. Notice the margin indicator at character position 5. (If you do not see it, repeat the above steps.)

* *

Because your instructions so far have told you that <u>most</u> of the time we actually set line length rather than left and right margins, the following exercise will have you set the left margin back to character position 1.

* *

EXERCISE 2.4

Setting Left Margin at 0
(Using the MAR/REL Key)

1. Assuming your pointer is still at character position 7 from the previous exercise, use the backspace key (touch it twice) to position the pointer at character position 5.

2. Touch the MAR/REL key and backspace the pointer to character position 1.

3. While holding down the CODE key, depress the MAR/SET key. You should see the margin indicator move from character position 5 to character position 1 (it will be behind the pointer and will not be visible to you at this point).

4. Using the space bar, move the pointer a couple of spaces to the right to make sure that the margin indicator is at character position 1.

* *

You could also move the left margin to the left by "carrying" it with the pointer. The following exercise will show you how to do this.

* *

EXERCISE 2.5

Setting Left Margin at 0
("Carrying" the Indicator)

1. Set a left margin at 5. (See the previous instructions if you do not remember how to do this.) Leave your pointer at character position 5.

2. Depress the MAR/SET key.

3. Now using your right hand, touch the backspace key and move the pointer to the left to character position 1. (You move the margin indicator along with the pointer.) Check the character counter to make sure it says "1" and then let go of the MAR/SET key.

4. Using the space bar, move the pointer a couple of spaces to the right to make sure that the margin indicator is at character position 1, or the extreme left-hand side of the margin scale.

* *

SETTING RIGHT MARGINS

Because the left margin indentation command is actually given to the printer, the right margin is really set for the ending position of the line length. For example, if you want a 50-space line, the left margin will be 1 and the right margin will be 50, etc.

Remember: MOST of the time you will actually be setting line length on the margin scale rather than left and right margins as you are accustomed to on a typewriter.

As mentioned earlier in this chapter, the default setting for the right margin is 80. This default setting can be changed by using the following steps:

1. Move the pointer to the character position desired for the right margin setting.

2. Touch the MAR/SET key to set the right margin.

Note that the CODE key is used with the MAR/SET key to set the left margin, but the MAR/SET key is used alone to set the right margin.

* *

EXERCISE 2.6

Setting Right Margin at 40

1. Move the pointer to character position 40.

2. Touch the MAR/SET key.

3. Touch the backspace key twice to move the pointer to the left and check to see that the margin indicator is at 40. (If it is not, repeat the above steps.)

4. Now check to make sure that you have two margin indicators: one at 1, and one at 40.

* *

SETTING TAB STOPS - ONE AT A TIME

Individual tab stops can be set on your CPT word processor by following these steps:

1. Position the pointer on the margin scale to the position where you want a tab stop. Watch the character counter to make sure that the pointer is positioned correctly.

2. Touch the CLEAR/TAB/SET key.

If you move the pointer to the left or right of where you set a tab stop, you will see a small "T" above the margin scale. The small "T's" on the margin scale are the tab indicators for tab settings.

* *

EXERCISE 2.7

Setting Tabs at 5, 10, and 15

1. Position the pointer on character position 5. Watch the character counter to make sure that your pointer is on the correct character position.

2. Touch the CLEAR/TAB/SET key.

3. Using the space bar, move the pointer 5 spaces to the right to character position 10. Check the character counter to make sure that the pointer is positioned correctly.

4. Touch the CLEAR/TAB/SET key.

5. Using the space bar, move the pointer 5 space to the right to character position 15. Check the character counter to make sure that the pointer is positioned correctly.

6. Touch the CLEAR/TAB/SET key.

7. Using the space bar, move the pointer a couple of spaces to the right. Now check the margin scale to see the three "T's" that you just set. If you do not see these, redo this exercise.

* *

CLEARING TAB STOPS - ONE AT A TIME

Tabs can be cleared, one at time, by following these steps:

1. Position the pointer on the small "T" of the tab stop you wish to clear.

2. Touch the CLEAR/TAB/SET key and the tab stop is cleared.

The CLEAR/TAB/SET key is an on/off key. The first time it is depressed, it sets a tab stop; the second time it is depressed on the same character position, it clears the tab stop.

* *

EXERCISE 2.8

Clearing Tab at 15

1. Position the pointer on character position 15--check the character counter.

2. Touch the CLEAR/TAB/SET key.

3. Move the pointer a few spaces to the right with the space bar to see that the small "T" on character position 15 is cleared. If it is not, repeat the above steps.

* *

CLEARING TAB STOPS - ALL TABS ON FORMAT LINE

All the tabs set on a format line can be cleared at one time by following this step:

1. While holding down the CODE key, depress the CLEAR/TAB/SET key.

It doesn't matter where your pointer is on your margin scale when you use this feature.

* *

EXERCISE 2.9

Clearing Tabs at 5 and 10

1. Without moving the pointer to the left or right, hold down the CODE key and depress the CLEAR/TAB/SET key.

2. Check the margin scale to see that there are no tab indicators on it. If there are, repeat the above step.

* *

SETTING A GRID OF TABS

A grid of tabs with tab stops every five spaces can be set on the format line by following this step:

1. While holding down the CODE key, depress the CLEAR/TAB/SET key.

* *

EXERCISE 2.10

Setting a Tab Grid

1. While holding down the CODE key, depress the CLEAR/TAB/SET key.

2. Note the small "T's" every five spaces across the margin scale. If you do not see them, repeat the above step.

* *

CLEARING A GRID OF TABS

Using the on/off feature of the CODE + TAB keys, the tab grid can be cleared by following this step:

1. While holding down the CODE key, depress the CLEAR/TAB/SET key.

* *

EXERCISE 2.11

Clearing a Tab Grid

1. While holding down the CODE key, depress the CLEAR/TAB/SET key.

2. Check the margin scale to see that all the tab indicators are now cleared and there are no tab settings on the margin scale. If there are tab indicators on the margin scale, repeat the above step.

* *

RECORDING A FORMAT LINE

As discussed earlier in this chapter, setting a format line (the margins and tabs) is the first step in preparing your word processor for typing, unless, of course, you do not want them different from the default settings.

The format line should always be recorded with the document. There are several reasons for doing this:

1. It insures that whenever you work with that document, you will always be using the same margin settings and tab stops. When you bring a document in from the disk on your CPT, the first seven lines of the document appear in the preview area. As the document is moved into the upper screen, the

recorded format line changes the margin settings and tab stops on the margin scale to be the same as those that are on the recorded format line.

2. It prevents you from having to remember or record elsewhere the format line for each document.

A format line is recorded by following this step:

1. While holding down the CODE key, touch the letter "m" on the typewriter keyboard.

The recorded format line takes up one line on the screen, but this line is closed up during printing.

If you remember that "m" stands for margins, it will be easier for you to remember that CODE + M is used for recording format lines.

* *

EXERCISE 2.12

Recording a Format Line

1. Set your margins for a 40-space line. (They will be set here from an earlier exercise in this chapter if you have not changed them.)

2. Set a tab stop at position 5, which is five spaces from the left margin.

3. Record your format line by holding down the CODE key while you depress the letter "m" on the typewriter keyboard.

4. Note the recorded format line which now appears on the upper screen as the first line above the margin scale.

* *

REVIEW

To Set:	Use:
LEFT MARGIN	CODE + MAR/SET
RIGHT MARGIN	MAR SET
ONE TAB STOP	CLEAR/TAB/SET
TAB GRID	CODE + CLEAR/TAB/SET
CLEAR INDIVIDUAL TABS	CLEAR/TAB/SET
CLEAR TAB GRID	CODE + CLEAR/TAB/SET
RECORD FORMAT LINE	CODE + M

The left margin should usually be set at 1 (the default setting). The left margin is usually adjusted when you are ready to print. When you are ready to print, you have a set of CODE/PRINT instructions (discussed later) which will adjust your left margin. For example, if you want to set your margins for a 60 space line, your left margin should be set at 1 and your right margin should be set at 60 when using the CPT. When you are ready to print, you will adjust your CODE/PRINT instructions so that your left margin will look attractive and proper with a 20 space indention.

ADDITIONAL EXERCISES

Practice what you learned in this chapter on setting and recording format lines by setting the following format lines and recording each one with a CODE + M.

1. 50-space line, tabs at 5 and 15

2. 60-space line, tabs at 5, 10, and 25

3. 45-space line, with grid of tabs

END OF CHAPTER

CLEARING THE MACHINE

If you do not have time to continue on with the next chapter in this manual, clear the screen for the next student.

The following steps will show you how to "drop" your material that is in the upper screen into the lower screen (preview area) and then clear it from the lower screen. (Material is cleared in the lower screen, and this procedure will be used anytime you need to clear the screen.)

1. Depress the PAGE key in the column of Amount Control Keys. Check the lower status line to see that it says PAGE.

2. Touch the DOWN key in the column of Text Editing Keys to the immediate left of the Amount Control Keys. (It is the last key in the column of five keys.) This "drops" material from the upper screen into the lower screen--vertical scroll.

3. Touch the SKIP key, which is located in the same column of Text Editing Keys and is the second key from the top. This "skips" or clears the material in the lower screen.

Any amount of material can be cleared by selecting the appropriate AMOUNT CONTROL key, lowering that material into the lower screen with the DOWN key, and then using the SKIP key to clear it. The fastest way to clear the entire screen is to select PAGE.

Remember the following sequence of key strokes for clearing <u>all</u> the material from the screen:

PAGE DOWN SKIP

* *

Before leaving your word processor, make sure that you have cleared the screen by using the above procedure.

* *

CHAPTER 3

TYPING TEXT

Now you are ready to actually begin typing on your CPT word processor!

FORMAT LINE

As you learned in Chapter 2, the first thing you need to do if you do not wish to use the default format line is to set the margins and tab stops you need for your document.

The format line that you will use throughout this chapter will consist of margins of 1 and 50 with a tab stop at 5.

* *

EXERCISE 3.1

1. Set margins for a 50-space line.

2. Set a tab stop at 5.

3. Record your format line with a CODE + M.

* *

TYPING LINE

After setting and recording the format line, the next step is to get a line on which to type! Just as you make new typing lines on a typewriter with the RETURN KEY, you also make new typing lines on your CPT word processor with the RETURN KEY.

Each time you touch the RETURN KEY on your CPT, you will get a blank white line above the margin scale and the pointer will return to the left margin if it is not already there.

* *

EXERCISE 3.2

1. Touch the RETURN KEY to get a line on which to type.

* *

MOVING THE POINTER

You already know that you move the pointer to the left and to the right by using the BACKSPACE KEY and the SPACE BAR respectively. Generally when you begin to type, you will want the pointer at the

left margin. There is a quicker way to get it there than to backspace it across the line with the backspace key. CODE + BACKSPACE KEY will move the pointer quickly to the left margin.

CODE + BACKSPACE keys

* *

EXERCISE 3.3

1. Move the pointer to character position 30.

2. Now bring the pointer quickly to character position 1 by holding down the CODE key while you touch the BACKSPACE KEY. It will be easiest to use the CODE key that is located next to the BACKSPACE key.

3. The pointer should now be at character position 1--check the character counter to make sure. If it is not, repeat the above steps.

* *

CORRECTING TYPING ERRORS

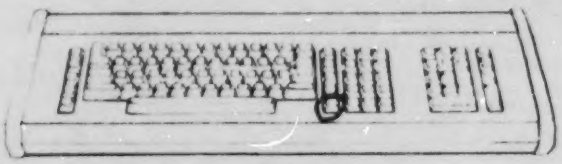
You will inevitably make some errors when you type, and it is important that you know the best way to correct these on your CPT!

The following material will tell you how to correct your typing errors. A typing error is corrected in one of three ways:

1. Using the ERASE key.

2. Overstriking the material by typing over it.

3. Using the HOLD key to move material either to the right or to the left on the typing line.



ERASE key

* *

EXERCISE 3.4

1. Locate the ERASE key in the column of keys to the right of the typewriter keyboard. It is the last key in that column.

2. Locate the HOLD key in the column of keys to the left of the typewriter keyboard. It is the third key from the top.

* *

The ERASE Key. The erase key is used to erase unwanted characters from the screen. When it is depressed, it will erase the character immediately above the pointer and leave a blank space where that character was located as it moves the pointer one space to the right. The erase key is a repeating key--if you hold it down, it will continue to advance along the typing line, erasing the characters as it goes.

It is important to remember that you will not want to use the erase key for erasing material unless you want a blank space to appear where the character is.

* *

EXERCISE 3.5

1. Check to make sure that you have a typing line--a blank line above the margin scale. If the pointer is not at character position 1 (your left margin), position it there.

2. Type the sentence "Typing issfun." If you make additional errors, do not worry about it.

3. Position the pointer below the second "s" in "issfun" and touch the ERASE KEY. BE SURE to give it a quick touch so that you don't activate the repeat feature of the key. Now notice that the "s" has been erased, leaving a blank space where it previously was. Also notice that the pointer has advanced one space to the right.

* *

Overstriking Material. You can change letters on your CPT by simply typing over them (overstriking). The following exercise will show you how this is done.

* *

EXERCISE 3.6

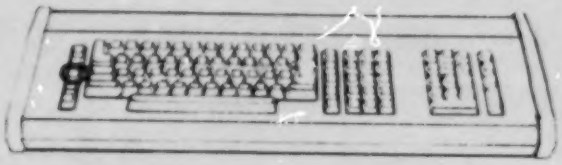
1. Give yourself a new typing line by touching the RETURN key. Now do check to make sure that you have a typing line--a blank line above the margin scale. If the pointer is not at character position 1 (your left margin), position it there.

2. Type the sentence "I like to type material."

3. Position the pointer under the "l" in the word "like" and type the word "want". The sentence should now read: "I want to type material."

* *

Using the HOLD Key. When the hold key is depressed, the word HOLD will appear on the left-hand side of the lower status line. It is an on/off key--the first time the key is touched, the feature is turned on; the second time it is touched, the feature is turned off.



HOLD key

* *

EXERCISE 3.7

1. Depress the HOLD key and notice the word HOLD in the lower status line.

2. Depress the HOLD key again and now notice that the word HOLD is no longer on the lower status line.

* *

When the hold key is used, it "holds" all the text that is above the pointer and to its right. You can now move that material to the right with the space bar, leaving blank spaces as you move it; move that material to the left with the backspace key, covering up previous text as you go; or you can insert characters. The following exercises will help you understand the use of the HOLD key.

* *

EXERCISE 3.8

INSERTING WORDS with the HOLD Key

1. Keep the sentence that you just typed on the typing line--I want to type material.

2. Position the pointer under the "m" of the word "material".

3. Depress the HOLD key--make sure that the word HOLD appears on the lower status line.

4. Type the word "more" and be sure to put a space behind the word. As you now look at the sentence, it should read: "I want to type more material."

5. Touch the HOLD key again, making sure that the word HOLD no longer appears on the lower status line.

6. Position the pointer under the "." at the end of the sentence.

7. Touch the HOLD key, making sure that the word HOLD appears on the lower status line.

8. Type the words "with my word processor". The sentence should now read: "I want to type more material with my word processor."

9. Depress the HOLD key again, making sure that the word HOLD no longer appears on the lower status line.

10. Before you leave this exercise, make sure that you understand how material is inserted (words are added) by using the HOLD key. Notice that the text above the pointer and to its right moved to the right as text was added.

Moving Text to the RIGHT with the HOLD Key

1. Keeping the same sentence on the typing line, position the pointer under the "t" of the word "type".

2. Touch the HOLD key, making sure that the word HOLD appears on the lower status line.

3. Touch the SPACE BAR ten times. Notice that this moves the text directly above the pointer and to its right along the typing line, leaving a blank space each time the space bar was depressed.

4. Touch the HOLD key, making sure that the word HOLD no longer appears on the lower status line.

Moving Text to the LEFT with the HOLD Key

1. The sentence on your typing line should appear as follows: "I want to type more material."

2. Position the pointer under the "t" in the word "type" if it is not already there.

3. Touch the HOLD key, making sure that the word HOLD appears on the lower status line.

4. Touch the BACKSPACE key ten times. Notice that this moves the text directly above the pointer and to its right along the typing line, covering up the text (blank spaces in this case) to the left of the pointer as the material moves to the left.

5. With the HOLD key still on, make sure that your sentence appears as it originally did: "I want to type more material with my word processor." If it does not, move the material to the right or to the left to make it appear as it should.

6. Touch the HOLD key, making sure that the word HOLD no longer appears on the lower status line.

* *

The above exercises introduced you to the use of the hold key. You will become more proficient in its use as you continue to use it throughout this manual. It does take practice to become proficient and comfortable with its use! And we are going to give you a little more of that additional practice in the following exercise.

* *

EXERCISE 3.9

Additional Practice with the HOLD Key

1. The following sentence should appear on the typing line: "I want to type more material with my word processor." If it does not, give yourself a new typing line with the RETURN key and re-type the sentence.

2. Position the pointer under the "w" of the word "with".

3. Type the word "on", overstriking the "wi" of the word "with".

4. As you look at your line, you see that you have some extra characters that you need to get rid of. Position the pointer beneath the space that is between the letters "th" and the word "the".

5. Touch the HOLD key, making sure that the word HOLD appears on the lower status line.

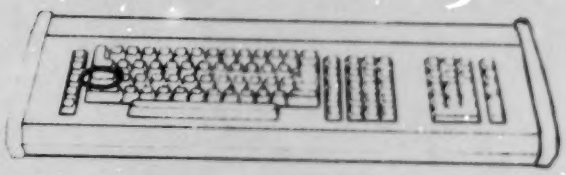
6. Using the BACKSPACE key, move that space two character positions to the left and cover up the letters "th" which are left-over from the word "with". Your sentence should now read as follows: "I want to type more material on my word processor."

7. Touch the HOLD key again, making sure that the word HOLD does not appear on the lower status line.

* *

USING THE LOCK KEY

When the LOCK key is depressed, the word LOCK appears at the left-hand side of the lower status line in order to "tell" you that this feature is now activated on your CPT word processor. Just as on a typewriter, touching the SHIFT key will turn-off the LOCK command.



LOCK key

* *

EXERCISE 3.10

1. Touch the LOCK key on your typewriter keyboard.

2. Notice the word LOCK on the lower status line.

3. Touch the SHIFT key and notice that the word LOCK disappears from the lower status line.

* *

The following exercise will show you how the LOCK feature works in actual practice by having you add the letters "CPT" to the sentence that you used for your exercises with the HOLD key.

* *

EXERCISE 3.11

1. The following sentence should appear on the typing line: "I want to type more material on my word processor." If it does not, give yourself a new typing line with the RETURN key and re-type the sentence.

2. Position the pointer under the "w" of the word "word".

3. Touch the LOCK key and make sure that the word LOCK appears on the lower status line.

4. Touch the HOLD key and make sure that the word HOLD appears on the lower status line.

5. Type the letters "CPT" in all caps--this will automatically happen since the LOCK feature is on. Be sure to include a space after the letters.

6. Touch the SHIFT key. This should turn off the LOCK command. Make sure that the word LOCK does not appear on the lower status line.

7. Touch the HOLD key. Make sure that the word HOLD no longer appears on the lower status line.

8. Check your sentence to make sure that it reads as follows: "I want to type more material on my CPT word processor." If it does not, make the needed corrections.

* *

WRAPAROUND FEATURE

As you type text on your CPT word processor, it will not be necessary for you to touch the return key at the end of each line as you are used to doing on a typewriter. Your word processor "knows" what your ending margin setting is, and if a word does not fit on that line, it will "wrap it around" to the left margin.

The following exercise will show you how the wraparound feature on your CPT word processor works.

* *

EXERCISE 3.12

1. Touch the RETURN key several times to give yourself a new typing line and to separate the material for this exercise from the material of previous exercises. Because you used the RETURN key, your pointer should be at the left margin.

2. Type the following sentence several times to see the wrap-around feature work:

   Now is the time for all good men to come to the aid of their country.

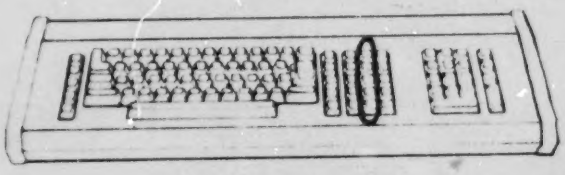
3. Using the knowledge you have, try to correct your typing errors, if you had any. If you do not know how to move the text up and down on your CPT word processor, read the following section on vertical scrolling before you try to do this.

* *

VERTICAL SCROLLING

Because all typing errors must be corrected on the typing line, you need to know how to scroll your material vertically in order to position it on the typing line.

The amount of material that you wish to scroll vertically must be selected with the Amount Control Keys. You may choose LINE, PARA for paragraph, or PAGE. PAGE will be the amount of text you have in the upper screen.



Amount Control Keys

* *

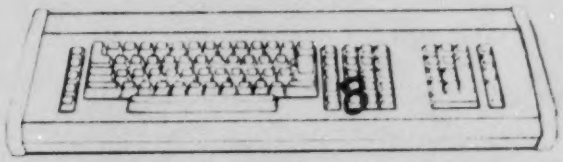
EXERCISE 3.13

1. Touch the LINE key in the Amount Control Keys.

2. Check to make sure that the word LINE appears on the right-hand side of the lower status line.

* *

After you have selected the amount of text you wish to scroll vertically, you will use the UP key to move material "up" the screen and you will use the DOWN key to move material "down" the screen. These keys are located directly to the left of the Amount Control Keys, and they are the bottom two keys in that column of keys.



UP and DOWN keys

* *

EXERCISE 3.14

1. Locate the UP and DOWN keys.

2. Touch the DOWN key several times and watch the text move one line at time down the screen and into the preview area. When there are no longer any lines to scroll vertically, the system will "beep" at you to tell you that it cannot perform your command. Continue to touch the DOWN key until you hear the system beep.

3. Now touch the UP key several times and scroll the text up the screen, one line at a time. Continue to touch the UP key until the system beeps at you--telling you there are no longer any lines to scroll vertically up the screen.

4. Select PARA and scroll the text vertically DOWN and UP the screen.

5. Select PAGE and scroll the text vertically DOWN and UP the screen.

6. Complete this exercise by selecting LINE. Now go back to the sentences you typed in the previous exercise and correct your errors, using the methods you have previously studied.

* *

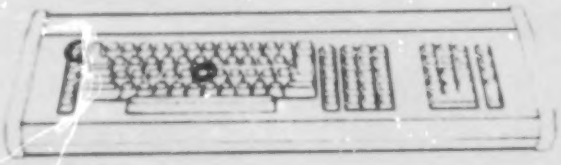
HYPHENATION CHOICES

Perhaps you got some hyphenated lines when you typed the sentences in the exercise on wraparound. If you did not, you will see this happen in other exercises in this manual.

Your CPT word processor is programmed to automatically hyphenate words that do not fit at the end of a line. There are several things you should know about this hyphenation feature.

Any hyphens that you type, such as in the word son-in-law, are considered to be necessary hyphens. These hyphens will always appear in your text. Your CPT word processor will not drop them at the end of line. Be sure to type any hyphens in words that should be hyphenated.

The hyphenation choices are accessed through CODE + H. Again, this is logical because the letter "H" stands for hyphenation--making it easy for you to remember that CODE H will give you the hyphenation choices. When you touch CODE + H, the word HYPHENATION appears in the upper left-hand corner of the screen. Then the words "Automatic Wraparound Manual" appear with a blinking cursor under the letter "A" in the word "Automatic". This cursor is moved to the right with the space bar and to the left with the backspace key. The cursor is positioned beneath the first letter of the option you wish to choose. Automatic is the default setting since this is where the cursor is positioned when the feature is accessed and because if you do not change anything through CODE H, your lines will automatically be hyphenated.



CODE + H

* *

EXERCISE 3.15

1. While holding down the CODE key, touch the letter "h" on the typewriter keyboard. It does not need to be in upper case--touch it as a lower case key.

2. See the following prompts appear in the upper left-hand corner of your screen:

   HYPHENATION

   Automatic Wraparound Manual

3. Touch the SPACE BAR two times, moving the cursor beneath the "W" and the "M".

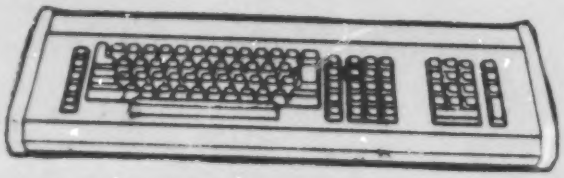
4. Touch the BACKSPACE key two times and move the cursor back to its original position--beneath the "A" in "Automatic".

5. Making sure that the cursor is located beneath the "A", touch the RETURN key to choose that feature. The RETURN key is the execute, or the "yes" key on your CPT.

6. The left-hand corner of the upper screen should now be blank again and you are ready to continue with typing on the typing line.

* *

Should you ever accidentally touch the CODE + H keys, you can "skip" yourself out of this feature by touching the SKIP key. If this happens you will not be able to type or the typing line. While the cursor is blinking in the upper part of the screen, nothing can happen in the lower part of the screen!



SKIP key

Forcing Hyphenation. While the hyphenation decisions made by your CPT will be accurate most of the time, there will be instances when the hyphenations are not correct. Always be sure to proofread the hyphenations to check on their accuracy. If they are incorrect, you can force hyphenation to occur at a particular point within a word by typing a "hidden" hyphen. This is done by placing the pointer beneath the character where you want a hyphen to occur and typing a hyphen while you hold down the CODE key. (CODE + HYPHEN) Should you run into this occurence and need to force hyphenation, refer to the section on Code Hyphens in your accompanying CPT Reference Manual.

CHAPTER 4

RECORDING TO DISK
RECALLING FROM DISK

Recording to disk is transferring typing from the upper screen to a filing disk. In offices a significant number of documents are generated every day. A well-indexed filing system is essential to store these documents so that they can be retrieved at any time. With a CPT, you can perform many filing tasks in less time, and use less space. Recording to disk is another way of saying "filing a document." The disk on which material is recorded is called a filing disk.

As text is typed, it is displayed on the screen. Periodically, the typed material must be recorded (stored) on a filing disk. The recording process is described in this section. Being able to record your typing on a disk means you have to type it only once. If changes or corrections are needed, only the changes and corrections have to be typed.

Pages are recorded one at a time, and each new page is recorded using a different page label. Pages may also be recorded automatically on a series of incremented labels. This will be discussed in a later section of this manual. Once a page is recorded, you can recall a copy of that page to the screen. Note that any revisions you make to the copy on the screen do not affect the original text recorded on the disk, unless you record over it. This revised copy of the page may then be recorded over the original page (by using the same page label as previously used), recorded as a new page using a different page label, or recorded onto another disk using any page label.

PAGE LABELS

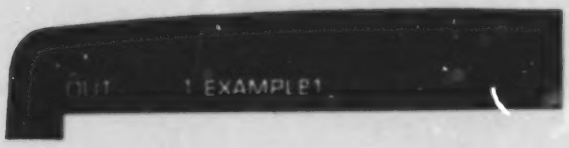
Each of the filing disks you will be using holds approximately 150 pages of printed text. A separate page label is used for each page of text. These labels (together with a page's title line--explained later) identify the contents of every page on the disk.

A page label is a combination of up to ten letters, numbers, hyphens, and/or periods. The CPT system uses these labels to organize recorded pages in alphabetical and numerical order. This means that all of the pages beginning with the letter A precede all the pages beginning with the letter B. A page labeled LETTER precedes a page labeled SMITH. Similar pages may be divided alphabetically by assigning numbers so that pages may be ordered as LETTER1, LETTER2, LETTER3, LETTER4, LETTER5, SMITH1, SMITH2, SMITH3, and so on. A space is not an acceptable part of a page label. A label cannot begin or end with a period or a hyphen. Periods and hyphens are commonly used as separators to help identify text. For example, a two page letter may be labeled as LETTER1.1 and LETTER1.2.

It is important to remember that the letters O and I are not interchangeable with the numbers zero (0) and one (1).

Try to relate a page label to the page content. To allow more information to be typed in page labels, omit vowels. When recording a series of pages, end the first page label with a number. The system will automatically increase the number assigned by one for each page recorded after that.

The page label appears on the upper status line of your screen when the proper commands have been given to the word processor and those functions or features are being used by the system. Once a command is given to the word processor, the upper status line remains at the top of the screen (it may change as you give the system different commands and different page labels) until the word processor is reset or turned off. To initiate an upper status line when you turn on a system, you give a command to record (OUT), recall (IN), or print (PRINT) a page. The upper status line of your screen appears as follows:



* *

WHAT WOULD YOU DO?

What do you think would be appropriate page labels for a letter which you type applying for a job? Obviously, there can be many different labels. Think of appropriate page labels you would use. What are some other considerations?

* *

RECORDING A PAGE

When you record a page, only the text above the margin scale in the upper screen is recorded when you touch the OUT key. The system beeps once to direct your attention to the Upper Status Line. The status line is where you type the commands that tell the system to record your typing. When you touch the command key OUT, your Upper Status Line should look like the following:

The word OUT means that the system is ready to record. The number 1 means that whatever you are recording will be recorded on the disk in Disk Drive 1, the disk drive nearest the screen. If you are recording in Disk Drive 2, backspace and type the number 2 over the number 1. Disc Drive 1 is the default setting. The blinking CURSOR means that the system is waiting for you to label the page to be filed. The page label is now typed. If you make a mistake, use the BACKSPACE key to move back and type over the mistake. The next command key to be touched is RETURN. The red light in the disk drive to which you are recording the material will come on. When the recording is completed, the light will go off, and the upper screen will go blank. The material is now recorded on the disk.

There are several more items with which you should be familiar before recording a page. If you type over the first character of a page label that is already on the status line, the rest of that label disappears. When you type the command RETURN, it makes no difference where the position of the blinking CURSOR is. If you type the page label incorrectly (use too many characters or type an improper symbol), a system message appears telling you that an error has been made. Touch OUT again and retype the page label.

* *

EXERCISE 4.1 RECORDING TO DISK

1. Follow the correct procedures for turning on the word processor.*

2. Program the word processor. (Obtain the Program Disk from your instructor if it is not available.)*

3. Insert the diskette labeled STUDENT USE. (Obtain this from your instructor if it is not available.)

4. Set your right margin for a 60 space line.

5. Type the following paragraphs single spaced with a double space between paragraphs. Make corrections as needed.

*Omit step 1 if your machine is already turned on. Omit step 2 if your machine is already programmed.

> **The cost of producing a letter becomes more and more expensive every year. The cost of producing a typewritten copy of a letter includes the dictator's time, the secretary's time, postage costs, duplicating costs, and so on.**
>
> **It is more expensive to dictate a letter to a secretary who writes the letter in shorthand than to use a dictating machine. The shorthand method uses two people's time. Using machine dictation can save 25 percent on the cost of a business letter. The main reason is that it takes only one person to be involved in the dictation process.**

6. Make sure that the material you want to record is above the margin scale. Nothing in the preview area will be recorded. Touch OUT.

7. Make sure that the disk drive number is 1. If a page label appears following the disk drive number, ignore it type a page label. As you begin typing a new page label, the previous one will disappear. The page labels which you will use for exercises throughout this manual will consist of the first four letters of your last name, then your first initial, and then the number of the exercise. For example, a page label for this exercise night be JONER4.1 if your name is Robert Jones. However, for example purposes we will

refer to page labels as NAMEI4.1. NAME stands for the first four letters of your name; the letter I stands for your first name initial, and 4.1 will represent the number of the current exercise.

Type the correct page label as described for this exercise. Be sure to use the letter "I" and <u>not</u> the number "1" for your initial. (NAMEI4.1)

8. Now touch the RETURN key once to complete the command.

* *

EXERCISE 4.2 RECORDING TO DISK

1. Follow the steps outlined above for preparing your word processor for typing. Use a 60 space line.

2. Type the following parts of a letter. Make corrections in your typing as needed.

> Gentlemen:
>
> Thank you for your cooperation in completing our survey on dictation equipment. The purpose of the survey was to determine current use of dictation equipment in offices.
>
> The results of our survey were extremely interesting. The use of dictation equipment seems to be increasing. We have enclosed a copy of our summary for you. We hope that you will be able to benefit from this information.
>
> Thank you again for your interest and cooperation.

3. Make sure that the material you want to record is above the margin scale--in the upper screen. Touch OUT.

4. The disk drive number should still be 1. The upper status should look similar to the following: OUT 1 NAMEI4.2.
   Remember: NAME--the first four initials of your last name.
   I--the letter "i" is your first name initial
   4.1--the exercise number

5. Now, touch the RETURN key once to complete the command.

* *

EXERCISE 4.3 RECORDING TO DISK

1. Follow the steps outlined in exercise 4.1 for preparing your word processor for typing. Use a 60 space line.

2. Type the following parts of a letter. Make corrections in your typing as needed.

> Dear Customer:
>
> A savings account is one of the best investments the average person can make. It provides a safe method of ensuring extra funds for future needs.
>
> We appreciate you as a customer at our bank. We will continue to do our best to serve you.
>
> In order to make it convenient for you to keep an accurate record of your account, we are enclosing a handy folder that we hope will prove useful to you. You will note that it is designed to provide an easy, convenient place to keep your savings statements and deposit and withdrawal receipts. Each time you make a transaction, it will be easy for you to keep an up-to-date record of your balance that can then be compared with the periodic statements you receive.
>
> A copy of the rules and regulations governing our savings accounts in effect at this time is enclosed in the front pocket of the folder.

3. Make sure that the material you want to record is above the margin scale. Touch OUT.

4. If you are typing this exercise in sequence after Exercise 4.2, your status line should appear similar to the following: OUT 1 NAME14.3. If not, type the correct page label.

5. Now, touch the RETURN key once to complete the command.

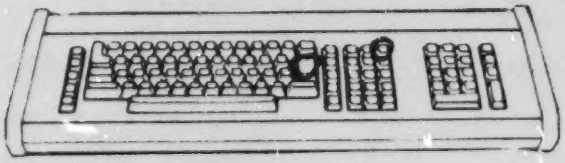
RECALLING A SINGLE PAGE OR A SERIES OF PAGES

To bring information recorded on the disk back to the screen for proofreading or editing, the material must be recalled. There are 2 basic ways to recall a document.

If only one page or a series of unrelated pages are being recalled, the easiest way is to recall each by its label. Touch IN. The system beeps once to direct your attention to the upper status line. The status line is where you type the commands that tell the system to recall your documents. Type the appropriate drive number and the page label of the document which you want to recall. Touch RETURN to complete the command.

Recalling a single page

The document always appears in the preview area first. You may look at it, and then partially or completely delete it from the preview area by touching LINE, PARA, or PAGE, plus SKIP. Or you can bring all or part of the page to the upper screen by touching LINE, PARA, or PAGE, plus UP. Because it is easier on the system to bring the entire page to the upper screen before making any changes, we will always do a PAGE and UP to enter the entire document into the upper screen.



IN and RETURN

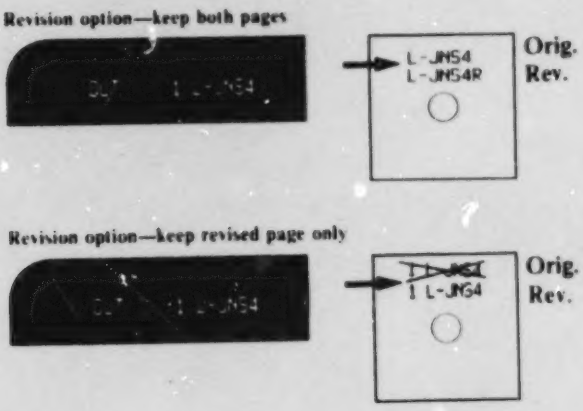
When you recall a page, it is important to remember that you are working only with a copy. When and if you eliminate the page from the screen, your original page is still safely recorded on the disk.

Once a document is recalled and then revised, you have two versions of it. The original version is still recorded on the disk and the revised version is on the screen.

You have two options at this point. (1) You may keep both the original and the revised copy. Give the revised copy a new page label (The same name as the original plus the letter R). (2) You may keep

only the revised copy by recording over the original by using the same page label.

If several related pages are being called in, the system will automatically recall the next page in the series each time IN and RETURN are touched.



* *

EXERCISE 4.4 RECALLING A PAGE

1. Make sure your word processor is turned on and programmed.

2. Your diskette labeled STUDENT USE should already be inserted into disk drive 1. If not, please do so. Make sure that this is the same diskette which you used previously in this unit.

3. You should now have a blank screen. If the screen is not blank, delete the material by touching PAGE, then DOWN, and then SKIP.

4. Touch the IN key once.

5. If necessary, type the appropriate drive number (1).

6. Type the code name for yourself which you used previously and the number 4.1. (NAME!4.1)

7. Now, touch the RETURN key to complete the command. The two paragraphs which you previously typed should have appeared in the preview area.

8. Bring all of the material to the upper screen by touching PAGE and UP.

9. To remove all of the material from the screen touch DOWN and SKIP.

10. The exercise is still safe on your student disk; it is just removed from the screen.

RECORDING OVER AN EXISTING PAGE LABEL

The CPT is designed to let you recall a page, edit it, and record it again with the same page label without having to retype the label. If however, you try to record a new page over an existing one, the system will display an error message in the Upper Status Line area, 6.1 A PAGE ALREADY EXISTS. This is a type of "warning system" which prevents you from accidentally recording over different existing pages.

For example, if you recall your student disc labeled SMITJ1.1 and then try to record it on page label SMITJ1.2, the system would beep at you if a page already exists at SMITJ1.2. To see what already exists at SMITJ1.2, touch IN and RETURN. The material will appear in the preview area. If you want to save the material in the preview material under SMITJ1.2, type a new label for the material on the upper screen. If you want the new material to replace the old, record the new material using the same page label. When the warning message appears, touch RETURN again. The second RETURN overrides the system warning and records the information on the screen over the information with that page label on the filing disk.

ERASING A SINGLE PAGE

If you want to erase a single page and you know exactly which page you want to erase, record a blank (completely dark) screen over it, touching RETURN twice to override the warning message (6.1 A PAGE ALREADY EXISTS.). This procedure erases the page and the page label from the disc.

Before erasing a page, however, it is much safer to recall the page to the screen before erasing it. This is a safeguard against erasing the wrong page.

When you erase one page in this manner, you must manually erase the title line on the screen, or touch PAGE, SKIP, before you touch OUT and RETURN. Otherwise the title line and the page label will remain in the Table of Contents even though the page has been erased. (The Table of Contents and title line are discussed in a later unit.)

If you have just recalled a page to the screen, the system does not give you a warning beep or message

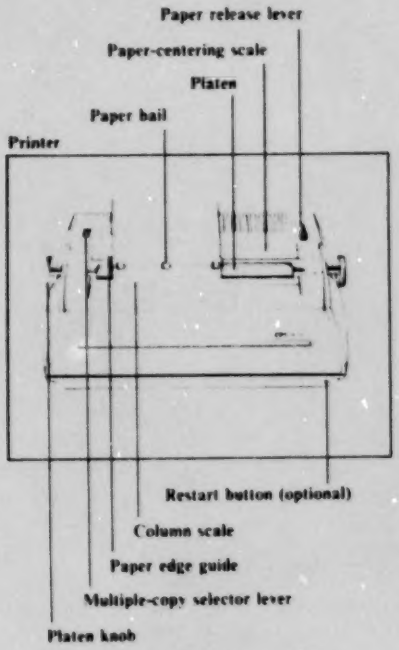
CHAPTER 5

PRINTING FROM DISK
(DIRECT PRINT; CODE PRINT INSTRUCTIONS)

There are a variety of printers and printing accessories that can go along with a CPT word processor.

PRINTER

Your system may be provided with any one of a number of printers. a PRINTER is simply a high-speed, high-quality typewriter without a keyboard. It types much faster than a person does, because it takes the text right from a filing disk at electronic speed.



The carriage holds the printwheel, ribbon, and cardholder. It moves back and forth on a track. The carriage tilts back so that the printwheel can be changed. Embossed on the printwheel are the shapes of all the letters, numbers, and other characters to be printed. Printwheels with many different typestyles are available. The type style and size is shown on the printwheel. The printwheel is changed by removing the printer cover and ribbon, tilting the print head back and gently pulling the printwheel off its spindle. The new wheel is then pushed on tightly. These are the basic steps. Your printer may

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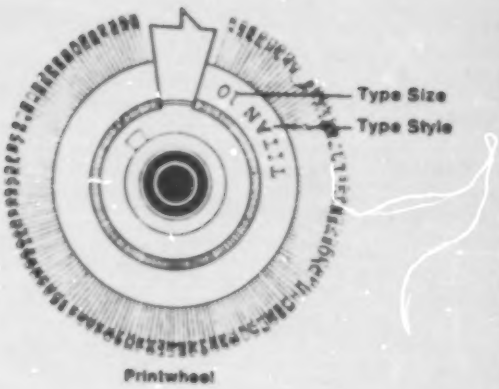
have special instructions. Instructions on how to change ribbons are given on each ribbon package.



The platten holds the paper in printing position. Its rubber facing presents a cushion against which the characters are struck.

As on a typewriter, platen knobs on either of the printer let you turn the platen manually while inserting paper. When the printer is turned off, the platen mechanism is free-wheeling. The platen release is on the right-hand knob.

The paper bail holds the paper against the platen. The bail is pulled forward, out of the way, when paper is inserted.

The paper release lever on the right is used to reposition the paper after it has been inserted into the printer.

The paper-centering scale is like the scale on a typewriter. Use it as a guide when you position paper in the printer.

The paper edge guide is located on the paper-centering scale and can be moved to any position on the scale. For most documents, the guide should be set at the triangle on the far left side of the scale. This is column position 1.

The cardholder is located on the carriage between the platen and the printwheel.

The column scale is located on the printer cover and has both 10-pitch and 12-pitch column markings. A 15-pitch scale is included on an forms ruler which your instructor has.

The multiple-copy selector lever on the top of the printer adjust the platen for extra carbon copies. When printing up to three copies, keep the lever all the way forward. Move the lever back a notch for four copies and one more notch for every three additional copies.

The restart button is on most printers. It is located on the right side of the front panel. This button is used to restart the printer right where it left off if it stops during normal operations. The printer will stop automatically for three reasons: (1) if you need to insert a new sheet of paper; (2) if you have typed a special "stop code" in the text; (3) if it runs out of ribbon. In each case, when the printer stops, a message scrolls across the upper status line, indicating that the printer is out of ribbon, needs paper, or is waiting for you to do something (such as change the printwheel). After you have made the necessary adjustment, press the restart button to continue printing. The printer resumes printing where it left off. If your printer does not have a restart button, restart the printer from the keyboard by holding CODE and touching B.

* *

EXERCISE 5.1 LOCATING PARTS OF PRINTER

Go to the printer you will be using and locate each of the following components: (1) carriage; (2) platen; (3) platen knobs and platen release; (4) paper bail; (5) paper release lever; (6) paper-centering scale; (7) paper edge guide; (8) cardholder; (9) column scale; (10) multiple-copy selector lever; (11) restart button.

* *

LOADING PAPER INTO PRINTER

There are three basic ways in which paper can be inserted into a printer depending upon the type of printer to which you have access. (1) Each sheet can be inserted into the printer separately, exactly like in a typewriter. If you are printing several pages at once, the printer stops after the first page is printed, and the sytem asks you to insert another sheet.

(2) You can feed paper continuously by using a forms tractor. After a page is printed, the printer advances the paper automatically to the next sheet. Then, if more than one page is being printed, printing automatically resumes.

(3) Printers with an automatic sheet feeder attachment automatically load single sheets of paper into the printer as necessary. There are single sheet feeder trays and dual sheet feeder trays. Dual sheet feeder trays allows you to select letterhead paper from one tray and plain paper from the other tray.

Some printers also have a sound shield to help reduce the noise level caused by printing. If your printer has a sound shield, the hood must be lifted before inserting your paper. Your sound shield also has a fan which is used to keep it from overheating. Ask your instructor for more information concerning your particular sound shield.

* *

EXERCISE 5.2 LOADING PAPER INTO YOUR PRINTER

For this exercise and for all other exercises which you will be completing on the CPT word processor, you will be inserting each sheet of paper into the printer separately. If you have a forms tractor or an automatic sheet feeder attached to your machine, ask your instructor how to remove or disengage it. (Your instructor may wish to change this instruction.)

Insert a sheet of paper in the printer so that printing will begin about one inch from the top. Make sure that your paper is inserted to the far left side of the scale at the number one position.

Now remove the paper from the printer using proper procedures.

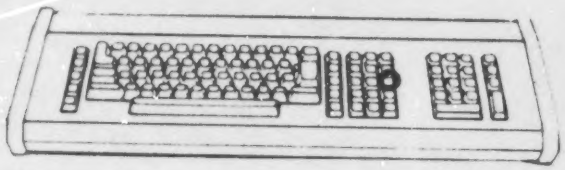
You may repeat this exercise until you are proficient.

* *

DIRECT PRINTING

Once text has been typed and recorded, you may print a high-quality copy on your printer. As the system prints a copy of the text that is on disk, you can continue working on the screen with another page, or even with the page being printed.

When your CPT was programmed to begin work today, the operating instructions also included several preset or default printing options. Using these options, you can print high-quality documents just by touching PRINT and typing the page label of your text.



PRINT

When you direct print, the format of the text will appear similar to the appearance on the screen. The default settings which are automatically selected by the system include the following: (1) The type size is 10-pitch (PICA). (2) The left margin indentation is automatically one inch (10 PICA characters). (3) The page length is 66 lines (assuming 11-inch paper). (4) The line spacing is the same as appears on screen.

* *

EXERCISE 5.3 DIRECT PRINTING FROM DISK

1. Insert your disk labeled STUDENT USE into disk drive 1. You should have a blank screen. If the screen is not blank, delete the material by touching PAGE, then DOWN, and then SKIP.

2. Touch the IN key once.

3. If necessary, type the appropriate drive number (1).

4. Type the code name for yourself which you used in previous chapters and the number 4.2. (NAME!4.2)

5. Now, touch the RETURN key to complete the command. Bring all of the material to the upper screen by touching PAGE and UP. This is the material which you will print. This material may be printed directly from disk without calling to screen. You have called it to screen for comparison purposes only.

6. You will use the paper which you inserted into your printer as instructed in Exercise 5.2. Position the paper at the line where you want the first printed line to appear.

7. Touch PRINT.

8. The appropriate page label should follow the drive number 1. (EXAMPLE: PRINT 1 NAME!4.2)

9. RETURN.

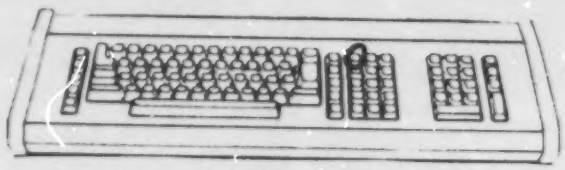
10. Observe the top margin you selected. Your left margin should be one inch--certainly not centered. The appearance is similar as to what appears on your screen.

* *

STOPPING THE PRINTER

You can easily stop the printer in order to realign the paper or change the indentation. After making the adjustment, you may choose either to resume printing or to cancel the print command.

To stop the printer, simply touch the STOP key. The word STOP appears for one second on the upper status line and then is replaced by the prompt Resume Cancel. If you touch RETURN while the cursor remains below Resume, the printer continues printing where it left off. However, if you SPACE once to position the cursor below Cancel and then touch RETURN, the current print command is canceled and the page scrolls out of the printer.



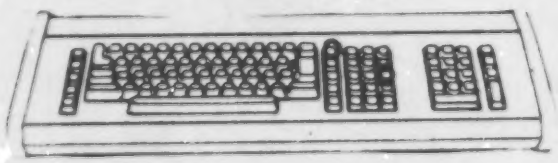
STOP key

RESTARTING PRINTING

There may be times when the system stops the printer; for example, the ribbon needs to be changed or paper needs to be added. When this occurs, the system notifies you of its action with a beep and a system message which displays on the upper status line. After taking the specified action, you can restart the printer either by holding CODE and touching B or by touching the Restart (Resume) button located on the front of the printer case, if your printer has this optional feature.

CODE PRINT

You have already printed a page using the standard (default) print settings on the CPT system. To change these and other settings on your CPT system, use the CODE PRINT sequence.



CODE PRINT

Appearances on documents can be varied by changing one or more of the six CODE PRINT options. To change these options, hold CODE and touch the PRINT key. When you do so, a series of prompts appear on the upper status line. As you go through these prompts, you can choose standard or optional settings. Touch RETURN to complete each command. Use your SPACE BAR or your BACKSPACE key to move the cursor to the correct setting. You can bypass the remaining options by touching SKIP.

These standard (default) setting are in effect when you first program the system. If you choose an optional setting, your selection remains in effect until you change it again or until you reset or turn off the system.

There are seven CODE PRINT OPTIONS. Three of these options are comparable to those on a standard typewriter. They allow you to choose type size, left margins, and line spacing (lines per inch). Four other options let you choose printers, paper feeders, paper length, and printing method (direct, control page, or "no scroll").

(1) After depressing CODE PRINT, the upper status line will read

PRINTER A B C

If you have only one printer leave the blinking cursor at printer A (the preset option). To change to printer B if two printers are connected, space once and return. To change to printer C, space twice until the cursor is under the C and return.

(2) The next prompt that will appear on the upper status line will read

Direct Control page

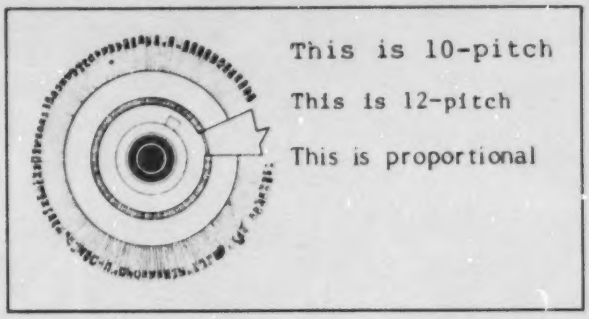
There are three ways to print text that has been recorded on disk. (A) In direct printing, pages are taken directly from a disk and sent to the printer. CODE PRINT options affect the appearance of a page. When a page is printed, the paper scrolls up. This is the method which we will use. (B) A method of printing called control page printing routes text through a special page of instructions which is typed and recorded ahead of time. (C) "No scroll" printing is a variation of direct printing. Positioning the cursor after the words Control page instructs the system to direct print, without scrolling the paper up after printing is completed.

We have not yet learned how to record a control page, so the cursor should be left under Direct and then you should return.

(3) Printwheels are available in a variety of type sizes. The next prompt will read

TYPE SIZE 10 12 15 Proportional

Printwheels can be 10-pitch, 12-pitch, 15-pitch, or proportional. Always make sure that the type size you select is the same as the printwheel on your printer.



Check your printer to see the pitch of the printwheel. If pica, return. If elite, space to 12 and return.

(4) The next prompt selects paper control. We insert each page singly; leave the cursor under the Single and return.

FORMS Single Continuous Automatic

If your printer has an automatic sheet feeder and if you select Automatic, a new CODE PRINT sequence option appears at the end of the CODE PRINT sequence asking you where the first line should begin on the page. When you are using single, the top margin is set automatically by advancing the paper in the printer.

(5) The distance between the left edge of the paper and the first printed character is called the indentation.

INDENTATION 10

When you type on the screen, you usually set the left margin at 1. Then, when you print that text, using the preset indentation of 10, the printed copy has a 10-character left margin or indentation. This preset indentation can be made wider or narrower by typing another number over the 10.

The system computes the left margin of a page to be printed by adding the number selected in INDENTATION to the left margin used on the screen. For example, if you record a page with the left margin set at 10 and change the INDENTATION to 20, the document will be printed with a left margin of 30.

The indentation you choose usually depends on the printwheel being used. The system automatically relates type size to indentation. If you change the TYPE SIZE to 12 the first time you go

through the CODE PRINT sequence, the system automatically changes INDENTATION to 12. However, if you change TYPE SIZE back to 10, INDENTATION remains at 12, and must be changed manually.

The printwheel we will normally be using is elite.

(6) The system is preset for 11-inch paper (66 lines at 6 lines per inch) and automatically ejects it once the page is printed.

PAGE LENGTH 66

You must change this option if you want to instruct the system to automatically eject envelopes or other sizes of paper.

The paper you will be using has 66 vertical lines.

(7) The next prompt that will appear on the upper status line will read

LINES PER INCH 4 4.8 5.3 6 8 12

Standard single spacing has 6 lines per inch. Other options are shown below.

Lines Per Inch	11-inch Page Length		14-inch Page Length	Application
4	44	(or)	56	1½-spacing
4.8 5.3	52 58	(or) (or)	67 74	Special engineering, legal, and government
6	66	(or)	84	Single-spacing
8 12	88 132	(or) (or)	112 168	Half-spacing (for use with 15-pitch printwheels)

For regular printing, use 6 lines to the vertical inch. To spread the material out, use 4 lines to the vertical inch. To squeeze a document, use 8 or 12 lines.

* *

EXERCISE 5.4 VIEWING CODE PRINT OPTIONS WITHOUT CHANGING OPTIONS

1. Hold down the CODE key and touch PRINT.

2. Notice the upper status line. Printer A is underlined. The underline indicates that Printer A is the standard option. To choose the standard option, touch RETURN.

3. In the next option, you may select either direct printing or control page printing. Touch RETURN to continue.

4. The next option offers you a choice of type sizes. Display the next option by touching RETURN.

5. The next option offers you a choice of FORMS. Choose Continuous only if you are using a forms tractor; Automatic if you are using an automatic sheet feeder. Display the next option by touching RETURN.

6. View the last three options, touching RETURN after each one. The upper status line clears.

PRINTING MULTIPLE COPIES

One PRINT command will print several original copies of the same page. To do this touch PRINT and type the drive number and page label. After the page label, type an equal sign (=) and the number of copies. You may specify up to 999 copies in the print command.

PRINTING A RANGE OF PAGES

To print a range of consecutive pages, specify the starting and ending page labels in the PRINT command. This illustration shows a command to print nine consecutive pages, labeled REPORT1 through REPORT9. Notice the space between the two page labels.

All of the pages must be on the same disk; in this case, the disk is in drive 1.

PRINTING MULTIPLE COPIES OF A RANGE OF PAGES

You can combine both of the above techniques to print multiple copies of a range of pages. In the following example, the PRINT command contains starting and ending page labels, followed by an equal sign (=) and the number 2. This command instructs the system to print two copies of pages REPORT1 through REPORT9.

STACKING PRINT COMMANDS

When printing pages that are not recorded in a range of labels (for example SMITJ2.3 and SLAYJ4.2), you need more than one PRINT command. You can "stack" up to seven PRINT commands by typing them one

after the other. You do not have to wait for each document to finish printing before you enter the next command. When the system has finished the first PRINT command, it continues to the next one.

You can stack PRINT commands for individual pages for ranges of pages, and for multiple copies of individual pages or ranges of pages.

* *

EXERCISE 5.5 CHANGING CODE PRINT OPTIONS

1. If not already completed, insert the disk labeled STUDENT USE into disk drive 1 and clear your screen.

2. Set your margins for a 60-space line.

3. Type the following letter using block style starting on line one and at space one. Make corrections as needed.

Current date | Ms. Maria Lopez | 903 South Roanoke Avenue | Newport, VA 24128-1018 | Dear Ms. Lopez

(¶) With the close of our fiscal year, Chaney-Holman Gas Service extends thanks for your business. We are pleased to provide gas service for your home.

(¶) You may have noticed that prices this quarter were down, which was good news. More good news is that we do not see major price increases coming. Although electricity and gasoline prices may go up, we do not believe propane will increase at the same rate.

(¶) What does this mean? It means that propane is the most economical and dependable way to heat your home, and propane promises to remain that way. Your patronage is appreciated.

Sincerely | Bernard Fechtel | President | P.S. Propane gas can save you as much as 40 percent over the cost of electricity.

---

4. Make sure that the material you want to record is above the margin scale. Touch OUT. Check the disk drive number. Type the appropriate page label using the exercise number 5.5. (NAME15.5) Touch RETURN.

5. Place a sheet of paper in the printer so that printing will begin about one inch from the top.

6. Touch PRINT. Look at the upper status line.

7. Type the page label NAME15.5 (using your code name).

8. Touch RETURN.

9. After the page has been printed, look at the left margin (10 character indentation) and the lines per inch (6). Also note if the letter is high or low on the page.

10. Hold CODE and touch PRINT. Look at the upper status line.

11. Touch RETURN until TYPE SIZE appears. Change the cursor to the appropriate type size you are using--12.

12. Touch RETURN until the option INDENTATION 10 appears. Type the number 20 (for a 20 space left margin) and touch RETURN.

13. Touch RETURN until the option LINES PER INCH appears; space forward until the cursor is under 8. Then touch RETURN. The upper status line clears, and the new CODE PRINT options are in effect.

14. Insert another sheet of paper. Print NAME15.5 with the new CODE PRINT options. (Touch PRINT; type the appropriate page label, and touch RETURN.) Compare both printed pages.

* *

* *

EXERCISE 5.6 ESCAPING THE CODE PRINT SEQUENCE

1. Your STUDENT USE disk should be in place.

2. Hold CODE and touch PRINT.

3. Touch RETURN to select Printer A.

4. In the next option, SPACE once to select Control page.

5. Touch RETURN. (NOTE: Touching RETURN completes the new selection. If you had touched SKIP instead of RETURN, you would not have selected Control page.)

6. When the TYPE SIZE option appears, touch SKIP to bypass the remaining options.

* *

* *

EXERCISE 5.7 OPTIONAL CODE PRINT PROBLEM (Check with your instructor before completing this problem.)

1. Your STUDENT USE disk should be in place.

2. Insert paper into the printer

3. If you have a 10-pitch, 15-pitch, or proportional printwheel, use it to print NAME15.5 again. Directions for changing printwheels are found in your CPT reference manual. You will also need to change the CODE PRINT options for type size and indentation. Ask your instructor for assistance if necessary.

4. Throughout this course you will use single sheets of paper that you insert manually into the printer. Now that you have seen how to select the Continuous forms and Automatic sheet feeder options, you may ask your instructor for assistance in learning how to use these options if they are available to you.

* *

* * * *

* *

EXERCISE 5.9 PRINTING MULTIPLE COPIES OF A PAGE

Reminder: To print more than one copy of a page, type an equal sign (=) after the page label in the print command, and then type the number of copies desired.

1. Your STUDENT USE disk should be in place.

2. Insert a sheet of paper in the printer.

3. Touch PRINT.

4. Type the page label NAME15.5=2
   Note that an equal sign (=) is typed immediately after the 5 and that the number 2 is typed immediately after the equal sign. This will result in two copies.

5. Touch RETURN.

6. When the printer stops after printing the first copy, insert another sheet of paper and use resume or CODE B to continue printing.

* *

* *

EXERCISE 5.10 STOPPING THE PRINTER

Reminder: To stop printing use the STOP key. The word STOP appears for one second on the upper status line and then is replaced by the prompt Resume Cancel. Touch the SPACE BAR to position the cursor below Cancel and then touch RETURN. The current print command is canceled and the page scrolls out of the printer. This also applies to a multiple-page print command. The system will cancel the entire print command currently being processed. This includes the page currently being printed and all later pages specified by the same print command.

1. Your STUDENT USE disk should be in place.

2. Insert a sheet of paper in the printer.

3. Touch PRINT.

4. Type the page label NAME15.5

5. Touch RETURN.

6. After a few lines have been printed, touch STOP and look at the upper status line.

7. Select Cancel and touch RETURN.

* *

* *

EXERCISE 5.11 STACKING PRINT COMMANDS

Reminder: To print several pages that are not recorded on a range of page labels, you must enter more than one print command. You do not have to wait for each document to finish printing before you enter the next print command. You can "stack" them, one after another.

1. Your STUDENT USE disk should be in place.

2. Insert a sheet of paper in the printer.

3. Touch PRINT, type the page range NAME14.1 NAME14.3 and touch RETURN.

4. While these pages are being printed, type the print command for the page NAME15.5.

5. After you have typed the secord print command, touch STOP, select Cancel, and touch RETURN.

Note: You have just canceled the first print command (NAME14.1 NAME4.3). Notice that the system scrolls the paper up and automatically goes on to the next print command (NAME15.5).

* *

CHAPTER 6

PRINTING FROM SCREEN

Typically, you will type a document and then record it on disk for future use. However, there are times when you may wish to type a document and not store it. This is called using the CPT system as a typewriter.

KEYBOARD-TO-PRINTER

In keyboard-to-printer typing, the system functions like a typewriter. Each character is printed as you type it. When you touch RETURN, the paper advances to the next line. When using this feature, you cannot use the editing features of the CPT system, since the text prints as you type it. Examples for use of this feature would include addressing envelopes and filling in forms.

Before giving the keyboard-to-printer command, clear the screen. Select the CODE PRINT options before you touch PRINT. Then touch PRINT, BACKSPACE, and type 0 (zero) for the drive number. Then touch RETURN. You are now ready to type.

Whatever you type on the screen also appears on the paper in the printer. All of the keys function as before including the SPACE BAR, BACKSPACE, RETURN, UP, PAGE, DOWN, LINE, and so on.

In order to prevent the automatic RETURN feature on your system from interfering with the typed material on your screen and paper, set the hyphenation mode (CODE H) to Manual before beginning to type. Remember to return manually at the end of each line.

* *

EXERCISE 6.1 KEYBOARD TO PRINTER TYPING

1. Insert paper in the printer.

2. Clear the screen. (PAGE, DOWN, SKIP)

3. Select the necessary CODE PRINT options.

   PRINTER A B C
   Direct Control page
   TYPE SIZE 10 12 15 Proportional
   FORMS Single Continuour Automatic
   Indentation 20
   PAGE LENGTH 66
   LINES PER INCH 4 6 8 12

4. Touch PRINT.

5. Backspace to the disk drive number and type the number 0.

6. ERASE any page label on the status line so that is appears as following: PRINT 0 _

7. RETURN.

8. Touch RETURN to create a blank line on the screen.

9. Type the following letter using block style. Ignore any mistakes.

Current date | Ms. Maria Lopez | 903 South Roanoke Avenue | Newport, VA 24128-1018 | Dear Ms. Lopez

(¶) With the close of our fiscal year, Chaney-Holman Gas Service extends thanks for your business. We are pleased to provide gas service for your home.

(¶) You may have noticed that prices this quarter were down, which was good news. More good news is that we do not see major price increases coming. Although electricity and gasoline prices may go up, we do not believe propane will increase at the same rate.

(¶) What does this mean? It means that propane is the most economical and dependable way to heat your home, and propane promises to remain that way. Your patronage is appreciated.

Sincerely | Bernard Fechtel | President | P.S. Propane gas can save you as much as 40 percent over the cost of electricity.

Notice that the SPACE BAR, BACKSPACE key, and RETURN key move the print mechanism just as those keys on a typewriter do. Whatever you type also appears on the screen.

10. Take the system out of keyboard-to-printer mode by using the procedure for stopping the printer: touch STOP, space to Cancel and touch RETURN.

* *

* *

EXERCISE 6.2 KEYBOARD-TO-PRINTER TYPING AN ENVELOPE

1. Insert legal size envelope into the printer. Roll it up to what you would estimate would be the center line.

2. Clear the screen. (PAGE, DOWN, SKIP)

4. Touch PRINT.

5. Backspace to the disk drive number and type the number 0.

6. ERASE any page label on the status line so that is appears as following: PRINT 0 _

7. RETURN.

8. Touch RETURN to create a blank line on the screen.

9. Then touch the SPACE BAR and position the pointer at 40. For this exercise, reset the left margin at position 40 (hold CODE and touch MAR SET).

10. Type the following address ignoring any mistakes:

    Great Falls High School
    1900 Second Avenue South
    Great Falls, MT 59405

11. Take the system out of keyboard-to-printer mode by using the procedure for stopping the printer: touch STOP, space to Cancel and touch RETURN.

12. Reset the left margin to position 1: touch MAR/REL, BACKSPACE to position 1, hold CODE and touch MAR/SET.

* *

SCREEN-TO-PRINTER

When you type screen-to-printer you have an advantage over keyboard-to-printer because you can correct and edit material as you type. You can also use automatic features such as centering. All of the material is completed on screen before you activate screen-to-printer typing. Text is not recorded on disk.

To use screen-to-printer, first type the document and make all corrections. Then touch PRINT, BACKSPACE, type 0 (zero) for the drive number, and touch RETURN. Everything in the upper screen is printed.

EXERCISE 6.3 SCREEN-TO-PRINTER TYPING

1. Type the following letter using a 60 space line and making corrections as you type.

February 14, 19--

Mr. Ralph Trimble, Director
State Technical Services Program
P. O. Box 831
Morristown, NJ 07960

Dear Mr. Trimble:

Although I was unable to attend your meeting on February 10, I am definitely interested in knowing more about the State Technical Services Act.

Would you please send me information which may have been developed at the meeting. Your cooperation and assistance will certainly be appreciated.

Yours truly,

Dale Gumz
Personnel Director

gb

2. Insert paper in the printer. Roll paper up approximately 20 spaces.

3. Select the necesary CODE PRINT options.

PRINTER A B C
Direct Control page
TYPE SIZE 10 12 15 Proportional
FORMS Single Continuous Automatic
Indentation 20
PAGE LENGTH 66
LINES PER INCH 4 6 8 12

4. Touch PRINT.

5. Backspace to the disk drive number and type the number 0.

6. ERASE any page label on the status line so that is appears as following: PRINT 0 _

7. RETURN. The letter will be typed directly from screen.

8. The system remains in keyboard-to-printer mode. Test this by touching RETURN and typing a few characters.

9. Take the system out of keyboard-to-printer mode: touch STOP, space to Cancel, and touch RETURN.

* *

CHAPTER 7

DISK TABLE OF CONTENTS

The table of contents is a list of the pages you have recorded on a disk. The table of contents lets you check which pages are stored on a disk, or find a page label that you have forgotten. You can tell the system to create a table of contents for a disk at any time. And you can look through the tables of contents for several disks in a few minutes.

The table of contents has two parts. (1) The page label is a part of the contents. You have been recording material under a particular code (For Example: NAME14.2). In the table of contents, page labels are listed alphabetically and numerically. (2) Title lines also appear when the table of contents is viewed--that is, if they have been typed with each page recorded. Title lines help you to identify with more detail what you have typed and recorded on the disk. Up to this point, you have not been typing title lines for your table of contents.

TITLE LINES

Title lines are always typed on the line above the page. They appear on the screen as white characters against a dark background. The title lines help you identify the contents of a page in the table of contents. A title line might include a brief page description, information such as the operator's initials, and the date on which a document was originally typed. For example, use the title line to date drafts of a legal document.

Title lines do not print when you print the page or pages. When you record a page with a title line, the system automatically copies the title line into the table of contents. The length of a title line depends on the margins you are using. If you shorten your margins, long title lines may be "cut off" when the table of contents is displayed.

p20

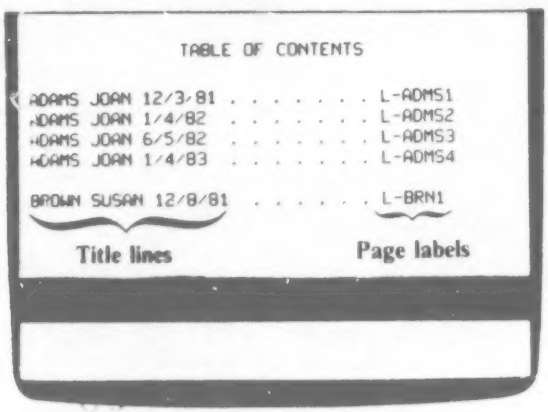


TABLE OF CONTENTS
ADAMS JOAN 12/3/81 . . . . . L-ADMS1
ADAMS JOAN 1/4/82 . . . . . L-ADMS2
ADAMS JOAN 6/5/82 . . . . . L-ADMS3
ADAMS JOAN 1/4/83 . . . . . L-ADMS4
BROWN SUSAN 12/8/81 . . . . . L-BRN1
Title lines
Page labels

VIEWING THE TABLE OF CONTENTS

The table of contents displays the page label and title line of every page recorded on a particular disk. The table appears on the upper screen and each line is adjusted to the screens margins. Anything already on the upper screen automatically moves up. Anything in the preview area remains there.

Title lines always appear in upper case when viewing the table of contents regardless of how you typed them. The title line is to the left and the page label is to the right.

* *

EXERCISE 7.1 VIEWING THE TABLE OF CONTENTS

1. Make sure your STUDENT DISK is in place.

2. Hold CODE and touch IN.

3. If necessary, BACKSPACE and type the drive number.

4. Notice that the page title TABLE OF CONTENTS will appear on the screen, and it will start moving up.

5. Notice that the page labels you have recorded with your special code (NAME1_._) are listed alphabetically and then numerically. Also notice that there are to title lines because you did not record any.

6. PAGE, DOWN, SKIP.

* *

ADDING A TITLE LINE

A title line should always be entered before a document is entered onto the screen.

Up to this point you have not typed title lines for your documents. Beginning with this exercise, make it a point to type an appropriate title line for each item that you store on disk. Do this whether or not your exercise instructions tell you to or not.

* *

EXERCISE 7.2 ADDING A TITLE LINE TO THE TABLE OF CONTENTS

1. Make sure your STUDENT DISK is in place.

2. We are now going to recall the three exercises you recorded in Chapter 4; then, we will add a title line to each before we view the table of contents.

   A. Clear your screen and touch IN. Check your drive number. Type the appropriate code number for the exercise. (NAME14.1) RETURN.

   B. Above the margin scale, before any returns are recorded, type the following title (appearance will be white characters on a dark background):

      For Exercise NAME14.1, type "Paragraphs--Recording to Disk."

   C. At the completion of the typing of the title line of of the exercise, touch PAGE and then UP.

   D. Touch OUT and record the exercise using the same original page label on which the material was previously recorded.

   E. Repeat the above instructions for each of the following exercises.

      (1) For Exercise NAME14.2, type "Short Incomplete Letter--Recording to Disk."

      (2) For Exercise NAME14.3, type "Medium Incomplete Letter--Recording to Disk."

3. Hold CODE and touch IN.

4. The title TABLE OF CONTENTS appears on the screen and starts to move up.

5. The table of contents now lists the TITLE on the left side and the PAGE LABEL on the right side.

6. PAGE, DOWN, SKIP.

* *

VIEWING ONLY A PORTION OF THE TABLE OF CONTENTS

Many times when there are numerous items recorded on a disk, you may not be interested in viewing the entire table of contents to locate the exact name of the document or exercise for which you are looking. To find the label of the specific page you want, call in all page labels that begin with the particular code section of the document for which you are looking. If you typed the letter S, the system would recall all items in the table of contents beginning with the letter S. If you typed the prefix M-, the system would recall all items beginning with the M and a hyphen and omit all other items including items beginning with a M but without a hyphen. If you would type NAME14.1 NAME15.2, the system would recall this range of pages only.

To view a portion of the table of contents, hold CODE and touch IN. Type a single letter or number to view all the page labels on that disk that begin with that character, or type the range of labels you would like to see recalled. RETURN.

STOPPING THE TABLE OF CONTENTS

When you are viewing the table of contents and wish to stop more items from appearing on the upper screen, touch STOP. If the printer is being used when you touch STOP to stop the display of a table of contents, the printer also stops. The prompt Resume Cancel appears on the upper status line. If you want the printer to resume printing, touch RETURN. The table of contents will not resume displaying.

RECORDING AND PRINTING THE TABLE OF CONTENTS

Record a table of contents displayed on the screen exactly the same way you would record any other page. Print the table of contents either from the screen, using screen-to-printer typing, or from the disk, using direct printing. In order to use direct printing, you must first display the table of contents and then record it.

CHAPTER 8

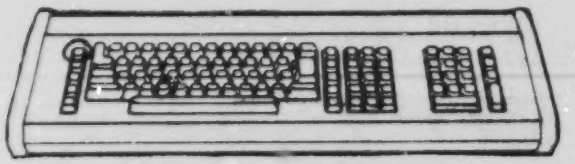
CENTERING TEXT

Given the centering code, your CPT will center the text on the typing line according to margins currently set on the margin scale. It is important to remember the following points when centering text on your CPT:

1. Beginning at character position 1, type the text to be centered on that line.

2. Leave the pointer in the space immediately following the last character that you type.

3. While holding down the CODE key, depress the letter "c" on the typewriter keyboard. (CODE + C = CENTERING) Type a lower case "c"--do not use the shift key to get a capital "C".



CODE + C Keys

* *

EXERCISE 8.1

1. Locate the keys for centering text: CODE + C.

2. Sets margins for a 60-space line. No tabs stops are needed.

3. Touch the RETURN key to give yourself a new typing line.

4. Type the following, beginning at character position 1 and leaving your pointer in the space immediately following the last character, which will be "C" in this case:

   CENTERING TEXT: Use CODE + C

5. If the material does not appear to be centered between the margins, repeat the above steps.

* *

As with other commands on your CPT, the centering command is logical, making it easy for you to remember: C stands for Centering.

* *

1. Complete the following exercises on centering text.

2. Record each exercise OUT to your code--first four initials of your last name, first initial, and number of the exercise. For example: NAMEI8.2

* *

EXERCISE 8.2

ANNUAL WORD PROCESSING SHOW

SEE THE NEWEST IN HARDWARE AND SOFTWARE

Heritage Inn - Poolside

Thursday, April 24, 1982

9 a.m. to 5 p.m.

* *

EXERCISE 8.3

ASSOCIATION OF INFORMATION SYSTEMS PROFESSIONALS

Noon Luncheon Meeting

Tuesday, June 28, 1983 - 12:00

Rainbow Hotel

Speaker: Zella Jacobsen, RN

Topic: Handling Stress on the Job

Guests are Invited

EXERCISE 8.4

IMPORTANT HOLIDAYS FOR SECRETARIES!

Washington's Birthday

Lincoln's Birthday

Memorial Day

Independence Day

Labor Day

Columbus Day

Thanksgiving Day

Christmas Day

New Year's Day

CHAPTER 9

UNDERLINING TEXT

Text can be automatically underlined as you type by giving your CPT the underlining command before you begin to type the text you want to be underlined.

The underlining command is, as the other commands, logical and, therefore, easy for you to remember.

* *

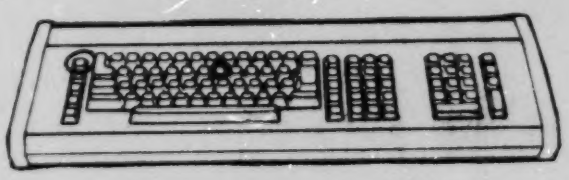
THINK!!!

What do you think the underlining command will be?

* *

If you thought the command would be CODE + U, you were absolutely right! "U" stands for underlining. As with the other CODE + a letter commands, you will type a lower case "u" on the typewriter keyboard while you hold down the CODE key. (CODE + U = UNDERLINING)

CODE + U is an on/off feature. The first time you touch these keys, the feature is turned on and words "CODE: U" appear on the lower status line.



CODE + U

* *

EXERCISE 9.1

1. Locate the keys for automatic underlining on your CPT: CODE + U keys.

2. While holding down the CODE key, depress the letter "u" on the typewriter keyboard. Look at the lower status line to see the words: CODE + U.

3. Again holding down the CODE key, depress the letter "u" to turn off the underlining feature. You should no longer see the words "CODE + U" on the lower status line.

4. Set margins for a 50-space line and a tab stop for a five space paragraph indention.

5. Clear the screen (PAGE, DOWN, SKIP) and give yourself a typing line (RETURN) above the margin scale. You do not need to record your format line with this exercise as we will not keep it.

6. Type the following paragraph, underlining the words that are underlined. DO NOT type the asterisks that appear--they are there to tell you when to do a CODE + U command.

> *Individual words* can be automically underlined as you type by giving the CPT the underlining command *before* you type the word or words. This feature underlines *only the words* and *NOT THE SPACES* between the words. If you want to underline the spaces between the words, you will do it with the underscore key just as you do on a typewriter.

7. Be sure to proofread what you just typed and correct any errors. Also read this paragraph for content as it contains information you need to understand.

* *

As mentioned in the paragraph that you just typed, the automatic underlining feature underlines only the words. If you want the spaces also underlined, you will have to do it with the underscore key on your typewriter keyboard.

You also need to know that typing an underline with the underscore key will erase underlines that already exist. You may wish to erase underlines this way, as the ERASE key will also erase the letter above the underline.

* *

EXERCISE 9.2

1. Position your pointer beneath a character that is underlined in the paragraph that you typed above. Touch the ERASE key once and notice that both the underline and the letter were erased. Now backspace once and again type in the letter and underline that were just erased.

2. Using the underscore key on your typewriter, go back through the paragraph you typed above and "erase" the underlines. If you use the repeat feature in the underscore key, you will get underlines between the words--just go back and "erase" them in the same way (typing over them with another underline).

* * * *

CHAPTER 10

DOCUMENT CREATION

You've been doing great work up to this point! Let's put everything that you have learned together by creating some new documents.

For each document that you record, be sure to include a description line (title line) for the table of contents. Remember that title lines are typed on the line above the page and that they appear on the screen as white characters against a dark background. A title line helps you to identify the contents of a page in the table of contents. It is usually a brief description of the document.

A format line should also be recorded with each document. A format line includes the margins and tabs which you will be using for the document. The format line is usually the top line on a page and is not counted when the lines are printed. To record a format line, hold CODE and touch M.

As you type each document, make corrections as you type. Use the best way to correct each error as described in Chapter 3. Basic typing errors are corrected by using the ERASE key, by overstriking the material by typing over it, or by using the HOLD key to move material either to the right or to the left on the typing line.

If you have any problems, first consult your previously completed chapters and then consult your instructor.

* *

EXERCISE 10.1 MODIFIED BLOCK LETTER--OPEN PUNCTUATION

1. Your description line for the table of contents will be as follows: Modified Block Letter--Dr. Stander.

2. Set margins for a 60 space line (1 and 60) for the following medium length letter. Set a tab at 30 which is the center of a 60 space line. Record your format line with a CODE + M.

3. Type the following letter making corrections as needed.

August 27, 19--

Dr. Linda Stander
Department of Office Administration
University of Illinois
Champaign, IL 61820-2012

Dear Dr. Stander

As a teacher of Business Communication I, you are aware of the rapid growth and development of this course. To establish standards for the course, the Studies Committee is sponsoring a survey of member institutions so that we may share our procedures.

Will you please take a few moments to answer the enclosed questionnaire and return it to me by the end of this week? The results of the survey will be presented in a report to the Association at the end of the year.

All replies will be kept confidential. Your cooperation in this practical project will be appreciated.

Sincerely

Harvey Kubie, Chairperson
Studies Committee

gk

Enclosure

4. Make sure your Student Disk is in place. Record the letter out to your code (NAME110.1).

5. Insert paper into your printer. Roll your paper up so that your start your letter on approximately line 15 or 16--average starting lines for average length letters.

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6. Go through your CODE PRINT options. You are using PRINTER A, Direct, TYPE SIZE 12, FORMS Single, Indentation 20, PAGE LENGTH 66, LINES PER INCH 6. For all exercises, assume that your are using an elite (12 characters per inch) printwheel and that you are using standard size paper (66 lines--11 inches, which is 6 lines per inch). The only CODE PRINT option that may deviate from those listed above is the Indentation.

7. Touch PRINT and the page label, NAME!10.1. Touch RETURN.

EXERCISE 10.2 MODIFIED BLOCK LETTER WITH CORRECTIONS

1. Your description line for the table of contents will be as follows: Modified Block Letter, Rough Draft, Mr. Foster.

2. Set margins for a 50 space line for the following short letter. Set a tab at 25 which is the center of a 50 space line. Record your format line.

3. Type the following letter making corrections as needed.

Current date / Mr. Dean Foster / Department of Business Education / Monroe High School / Monroe, NC 28110-3101 / Dear Mr. Foster

(1) Your article, "Teaching Word Processing Concepts," was interesting and inspiring. The students in my office practice I class will be given the exercise on form letters next week.

(2) ~~Can you have us~~ could you suggest a curriculum guide ~~similar~~ on teaching word processing on the high school level? We are fortunate to have ~~access to~~ a text editor this year. Not

(3) I would appreciate any help you could give me on teaching word processing in our ~~typewriting and~~ secretarial classes.

Yours truly / Mrs. Jean Mincey / Business Teacher / cc Supt. Al Miller

---

4. Record the letter out to your code (NAME110.2).

5. Insert paper into your printer. Roll your paper up so that you start your letter on approximately line 18. (A short letter starts on approximately lines 17 to 20.)

6. Go through your CODE PRINT options. The only option you will change is the indentation to 25. (Can you relate the 25 to the right margin you would set if you were using a standard typewriter?)

7. Touch PRINT and the page label, NAME110.2. Touch RETURN.

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* *

EXERCISE 10.3 MODEL BLOCK LETTER WITH DESCRIPTION OF PARTS

1. Your description line for the table of contents will be as follows: Model Block Letter, Mrs. Trimble.

2. Set margins for a 60 space line (1 and 60) for this medium length letter. Set a tab at 30 which is the center of a 60 space line. Record your format line with a CODE + M.

3. Type the following letter making corrections as needed.

Date November 5, 19--
R4

Letter Address Mrs. Carolyn Trimble
Investors Services, Inc.
203 Third Avenue
Flint, MI 48556-1202
DS

Salutation Dear Mrs. Trimble
DS

Subject Line SUBJECT: Deluxe Office Furniture
DS

Body Your request for information about Deluxe office furniture is appreciated. The enclosed brochure describes how functional, durable, and versatile you would find our furniture to be.
DS

We would be pleased to assist you in office layout planning and budgeting. This service includes the initial investigation, an analysis, recommendations, and the installation.
DS

Whether you have immediate or long-range plans, I would like to visit you and tell you more about Deluxe office furniture and planning services. Just return the reply card to make an appointment.
DS

Complimentary Close Sincerely
R4

Signature Doug Spencer

Name of Writer Doug Spencer
Title of Writer Sales Representative
DS

Initials of Typist ds
DS

Enclosure Notation Enclosures 2
DS

Copy Notation c Mrs. Thelma Valbracht
DS

Postscript Our new catalog and price list will be available on December 1.

4. Record the letter out to your code (NAME110.3)

5. Insert paper into your printer. Roll your paper up so that you start your letter on approximately line 15. (A medium length letter starts on approximately this line.)

6. Go through your CODE PRINT options. The only option you will change is the indentation to 20.

7. Touch PRINT and the page label, NAME110.3. Touch RETURN.

* *

EXERCISE 10.4 VIEWING TABLE OF CONTENTS

1. You have added three documents to your table of contents. Each of these documents should have a title line and a page label.

2. Let's assume that your instructor wanted to view the letter that you typed to Dr. Stander. Recall your table of contents to help jog your memory as to the page label. Hold CODE and touch IN.

3. Now with the table of contents in front of you, you can quickly locate the letter to Dr. Stander by looking at the title lines. When you have located the correct label, touch IN and type the correct label to view the letter. Touch RETURN. Then touch PAGE, UP.

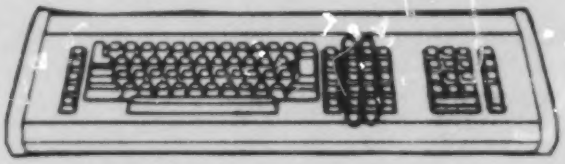
4. Because you have not erased the table of contents but have scrolled it up, you may jog your memory for other letters by scrolling down to the table of contents. To remove all material from the screen, touch PAGE, DOWN, SKIP.

CHAPTER 11

EDITING TEXT

You'll be pleased with how easy revisions are with your word processor!

You will be using the Text Editing Keys along with the Amount Control Keys to revise documents in this chapter.



Text Editing Keys - Amount Control Keys

* *

Locate the Text Editing Keys on your CPT word processor.

* *

Let's briefly review the use of these keys:

STOP	This key stops the printer. It will also stop some word processing functions.
SKIP	This key deletes, or skips out, text in the preview area according to the amount of text selected with the amount control keys (character, word, line, paragraph, or page).
ADJ	The adjust key moves text from the preview area into the upper screen, "adjusting" the text to the margins in the upper screen.
UP	This key moves material up the screen (vertical scroll) according to the amount of text selected with the amount control keys.

DOWN — This key moves material down the screen (vertical scroll) according to the amount of text selected with the amount control keys.

Before we can do any editing, we must have a document to revise! The following exercise will have you type a document, Exercise 11.1, and then revise, or edit, it in Exercise 11.2.

* *

EXERCISE 11.1 TYPING A DOCUMENT FOR EDITING

1. Your description line for the Table of Contents will be: Communication.

2. Set margins for a 60-space line (1 and 60). No tabs are necessary. Record your format line with a CODE + M.

3. Type the following paragraphs:

> Good business depends on good communication. To be effective, letters, contracts and reports have to say exactly what the author intends to say. Misunderstanding is costly in both time and money.
>
> Until the advent of word processing, this need for accurately expressed ideas meant that the typist spent much time retyping whole douments for the sake of small changes. With word processing, all of the acceptable text is saved. Only the changes are typed.

4. Record the paragraphs out to your code; example: NAME111.1.

* *

EXERCISE 11.2 EDITING A DOCUMENT

1. Recall the paragraphs you recorded in Exercise 11.1.

2. Leaving them in preview area, select LINE with the Amount Control Keys and touch the SKIP key (in the Text Editing Keys) to "skip out" the old format line.

3. You will be editing the paragraphs according to the following proofreaders' marks:

indent
Good business depends on effective good
communication. ~~To be effective,~~
(ue)
letters, contracts and reports must ~~have to~~
say exactly what the author intends to
say. Misunderstanding is costly in both
time and money.
indent
~~Before~~ ~~Until the advent of~~ word processing,
this need for accurately written ~~expressed~~ ideas
too
meant that the typist spent much time
retyping whole documents for the sake of
small changes. With word processing,
, and
all of the acceptable text is saved
(le)
only the changes are typed.

4. The revised paragraphs have the same margins, but they also have a five-space paragraph indention. Set the tab stop and check the margins to be sure they are 1 and 60.

5. Touch the RETURN key once to give yourself a blank typing line.

6. Tab to the tab stop. Making sure that your pointer is located on the tab stop indicator, touch the WORD key. Then touch the ADJ key four times to bring up the words "Good business depends on" to the typing line.

   NOTE: ADJ brings material from the preview area to the typing line, according to the amount of material selected with the Amount Control Keys. It is important to have the pointer properly located on the typing line as the text will begin to adjust to wherever the pointer is located.

7. Touch the SKIP key once to erase "good".

8. Type the word "effective" and space once.

9. Touch the ADJ key once to bring the word "communication" to the typing line.

10. Touch the SKIP key three times to erase the words "To be effective". Notice that SKIP "erases" text in the preview area according to the amount of text selected with the Amount Control Keys.

11. While holding down the CODE key, touch the ADJ key once to bring "letter" to the typing line with the "l" capitalized.

12. Touch the ADJ key (by itself--no CODE key this time) three times to bring the words "contracts and reports" to the typing line.

13. Touch the SKIP key twice to erase "have to".

14. Type the word "must" and space once.

15. Touch the PARA key, then touch ADJ to bring the rest of the paragraph to the upper screen. There are no additional changes in the remainder of the paragraph.

16. Try to do the second paragraph by yourself. First you will need to touch the RETURN key once to give yourself a blank typing line on which to adjust the text from the preview area. As you now look at your upper screen, it should look like you have two blank lines above the margin scale--one for the blank line between paragraphs and one for adjusting text--the first line of the paragraph now in the preview area.

    NOTE: Should you really mess it up, simply clear the screen and recall your paragraphs to start over. Remember: Your original text on the disk remains untouched by what you do with it on the screen!

17. When you get both paragraphs edited correctly, record the revised paragraphs out to NAMEIII.2. Be sure to use your name and first initial as you have in previous exercises.

* *

Very good! You now know how to edit text on your CPT word processor and more than ever, you realize what a time-saver a word processor can be in an office for making revisions to documents.

There are additional exercises in this chapter which you should complete before going on. Being able to edit properly on a word processor is of prime importance if you are to be a proficient operator.

* *

EXERCISE 11.3 ADDITIONAL EDITING PRACTICE

1. Recall the exercise you typed in Exercise 4.1. It should be under page label NAMEI4.1, where NAMEI is the first four letters of your last name and your first initial.

2. Edit Exercise 4.1 according to the following revisions and record the revised edition to NAMEI11.3, again using <u>your</u> last name and first initial.

* *

5] The cost of producing a business letter becomes more ~~and more~~ expensive every year. The cost of producing a typewritten copy of a business letter includes the dictator's time, the secretary's time, postage costs, ~~duplicating~~ paper costs, and so on. Material and labor costs continue to increase every year as inflation takes its course.

5] It is more expensive for a principal to dictate a letter to a secretary who writes the letter in shorthand than to use a dictating machine. The shorthand method involves the time and energy of two people. ~~uses two people's time.~~ Using machine dictation can save 25 percent on the cost of a business letter. The main reason is that it takes the time and energy of only one person to be involved in the dictation process.

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* *

EXERCISE 11.4 ADDITIONAL EDITING PRACTICE

1. Recall the exercise you typed in Exercise 4.2. It should be under page label NAME14.2, again using your last name and first initial.

2. Edit Exercise 4.2 according to the following revisions and record the revised edition to NAME111.4, again using your last name and first initial.

* *

Gentlemen:

Thank you for ~~your cooperation in~~ completing our survey on dictation equipment. The purpose of the survey was to determine current use of dictation equipment in offices.

The results of our survey were ~~extremely interesting~~ most useful. The use of dictation equipment ~~seems to be~~ is definitely increasing. We have enclosed a copy of our ~~summary~~ survey results for you. We hope that you will ~~be able to~~ benefit from this information.

Thank you again for your interest and cooperation in this matter.

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* *

EXERCISE 11.5 ADDITIONAL EDITING PRACTICE

1. Recall the exercise you typed in Exercise 4.3. It should be recorded under page label NAME14.3, again using your last name and first inital.

2. Edit Exercise 4.3 according to the following revisions and record the revised edition to NAME111.5, again using your last name and first initial.

* *

Dear Customer:

A savings account is one of the best investments the average person can make. It provides a ~~safe~~ secure method of ensuring extra funds for future needs.

We appreciate you as a customer at our bank. We will continue to do our best to serve you.

In order to make it convenient for you to keep an accurate record of your account, we are enclosing a handy folder ~~that we hope will prove useful to you~~. You will note that the folder is designed to provide an easy, convenient place to keep your savings ~~statements and~~ deposit and withdrawal receipts. Each time you make a transaction, it will be easy for you to keep an up-to-date record of your balance ~~that can then be compared with the periodic statements you receive~~.

A copy of the rules and regulations governing our current savings accounts ~~in effect at this time~~ is enclosed in the front pocket of the folder.

CHAPTER 12

CHANGING MARGINS IN EDITING

The following steps will enable you to change the margins of your documents:

1. Place the text to be edited to new margins in the preview area.

2. SKIP out any recorded format lines as these would change the new one you will be putting on the margin scale. Remember: As a recorded format line crosses the margin scale, it changes the margin scale to coincide with the recorded format line.

3. Make the desired changes on the margin scale. Record this new format line with a CODE + M if you are going to be recording the revised document.

4. Select the amount of text you wish to edit to the new margin scale by touching the appropriate key in the Amount Control Keys.

5. Touch the RETURN key to give yourself a blank typing line on which the text will be adjusted.

6. Position the pointer to where you wish the text to begin adjusting.

7. Touch the ADJ key and watch the text move into the upper screen according to the new margins.

* *

EXERCISE 12.1 CHANGING MARGINS IN EDITING

1. Recall Exercise 11.2, which should be recorded to page label NAMEIII.2, where NAME represents the first four initials of your last name and I represents your first initial.

2. Leaving the text in the preview area, select LINE and SKIP out the recorded format line.

3. Change the margins to 1 and 40. Be sure to leave a tab for the paragraph indention.

4. Give yourself a blank line on which to begin the adjusting by touching the RETURN key once.

5. Select PAGE.

6. Leave your pointer at the left margin. Do not tab to the tab stop because there is already a tab indention in your text.

7. Touch ADJ and watch the text adjust to the new margins as it comes to the upper screen.

8. Record your newly revised text to NAME!12.1, using your last name and first initial.

* *

EXERCISE 12.2 ADDITIONAL PRACTICE IN CHANGING MARGINS IN EDITING

1. Again recall Exercise 11.2.

2. You decide on the margins you would like and adjust this text in different ways, with different amounts of text selected--such as PARA or PAGE--until you feel comfortable with changing margins in editing. It is not necessary to record this exercise.

* *

CHAPTER 13

CHANGING LINE SPACING EDITING

The default setting for line spacing on the screen of your CPT is for single spacing. This line spacing can be changed to either double or triple spacing.

The line spacing options are accessed through CODE L. (While holding down the CODE key, depress the letter "l" on the standard keyboard.) The following prompt will appear in the upper left-hand corner of your screen:

LINE SPACING 1 2 3

Notice that the blinking cursor is under the one for single spacing. The cursor can be moved forward (to the right) with the space bar and then back again (to the left) with the backspace key.

If double spacing is selected, your CPT will double space each time the return key is depressed. As it does, it will leave a small, dark dot at the left margin of the blank line. This is a screen graphic which will appear only on the screen--it will not show up on your paper when you print.

If triple spacing is selected, your CPT will triple space each time the return key is depressed; and it will leave two small, dark dots--one on each blank line.

By counting the small, dark dots which appear at the left margin, you will be able to tell if your system is in the double-space or triple-space mode.

* *

EXERCISE 13.1 CHANGING LINE SPACING IN EDITING

1. While holding down the CODE key, depress the letter "l" on the standard keyboard.

2. Look at the prompt in the upper left-hand corner of your screen and place the cursor under the "2" by depressing the SPACE BAR once.

3. Complete your command by depressing the RETURN key.

4. Give yourself a typing line with the RETURN key if you do not have one and type your name.

5. Touch the RETURN key once.

6. Notice the small, dark dot at the left margin. This screen graphic indicates that the line is blank because of double-spacing.

7. Type your name again.

8. Touch the RETURN key once more.

9. Again notice the small, dark dots (screen graphics).

10. Now that you know what double spacing looks like, access the line spacing feature again with a CODE + L.

11. Select triple spacing.

12. Complete the command by depressing the RETURN key once.

13. Again type your name, touch the return key, type your name, touch the RETURN key and notice the screen graphics for triple spacing.

14. Complete this exercise by accessing the line spacing feature once more and selecting single spacing by placing the blinking cursor beneath the number 1. Execute your command with the RETURN key.

* *

Documents which have been typed in single spacing can be changed to double spacing by following these steps:

1. Place the document in the preview area.

2. CODE + L to select the desired line spacing and RETURN to execute the command.

3. Select the desired amount of text with the Amount Control Keys.

4. Depress the ADJ key to adjust the text from the preview area to the upper screen. It will come into the upper screen with the selected line spacing.

* *

EXERCISE 13.2 ADDITIONAL PRACTICE IN CHANGING LINE SPACING

Choose previous exercises which you have on your filing diskette and change the line spacing to double spacing and then to triple spacing by following the above steps.

CHAPTER 14

USING NON-ADJUST FEATURES

CODED RETURNS

It is necessary to tell your word processor that some lines need to always remain short--they are not to be adjusted to fit within the margins. A Coded Return says, in essence, that this return is a required carrier return--it must be there. Such a return is made by holding down the Code key while touching the Return key (CODE + RETURN). This feature puts a " " (screen graphic) at the end of each line. As with other screen graphics, the symbol appears on the screen for your information, but it doesn't appear on the printed page.

* *

EXERCISE 14.1 TYPING WITH CODED RETURNS

1. Set format line: margins 1 and 60, no tabs.

2. Type your name, followed by a CODE + RETURN.

3. Notice the screen graphic that appears after your name. This graphic will appear at the character position where the pointer is when you do the CODE RETURN. Your pointer should have been in the character position immediately following your name, and this is where the screen graphic for CODE RETURN should appear.

4. Clear the screen. (PAGE, DOWN, SKIP)

* *

The following exercise will show you how the CODE RETURN actually works in preventing material from being adjusted. It will give you a better understanding of why you need to use CODED RETURNS in your documents.

* *

EXERCISE 14.2 TYPING CODED RETURNS IN DOCUMENTS

1. Clear the screen if there is material in the Upper Screen.

2. Use the format line set in the previous exercise.

3. Type the following address without using Coded Returns. DO USE regular Returns.

ABC Company
345 First Avenue
Helena, MT 59601

4. Select PARA in the Amount Control Keys.

5. Touch DOWN to drop the address into the Preview Area. Make sure that the first line of the address, ABC Company, is the first line in the Preview Area.

6. Touch ADJ to adjust the address to the screen margins. Notice how the address becomes one line. Each return is changed to a space as the material is adjusted by the system.

7. Clear the screen.

8. Retype the address as follows, being sure to put a CODE RETURN at the end of each line. It will not be necessary to put a CODE RETURN after the last line because we are going to double space--a double space, or two carrier returns, breaks the CODE RETURN message.

   ABC Company
   345 First Avenue
   Helena, MT 59601 (return twice)

9. Check to make sure that the amount of text selected with the Amount Control Keys is still PARA. If not, touch PARA.

10. Touch DOWN to put the address into the Preview Area.

11. Touch ADJ. Your material should adjust to the Upper Screen in its original format--three short lines. If not, redo this exercise.

* *

REMEMBER: When a short line is followed by two returns, it will not adjust to existing screen margins. However, short, single spaced lines (such as in an address) should be followed by a CODE RETURN so that they are not adjusted to existing screen margins.

CODED SPACES

Sometimes it is desirable for two words to be printed together as if they were one word. A good example of this is the town in Montana named Great Falls. However, if this word were typed near the end of a line, the system would treat it as two words because of the intervening space and it might put "Great" on one line and "Falls" at the

beginning of the next line. This problem can be solved by using a CODE + SPACE between the words. A CODE SPACE tells the system that the space is a required character, and the system now treats "Great Falls" as one word rather than as two words--you no longer have to worry about it being divided as it just was in this paragraph.

A CODE SPACE is made by holding down the Code key while you touch the Space Bar.

* *

EXERCISE 14.3 TYPING WITH CODE SPACE

1. Assuming the right margin is still at 60 (set it there if it is not), position the pointer at character position 55.

2. Type Great Falls <u>without</u> putting a Coded Space between the two words. Be sure to space once after you type the word Falls.

3. Notice that Great is on one line and Falls is on another.

4. Again position the pointer on character position 55 and retype Great Falls, this time with a CODE SPACE between the two words.

5. Notice the small dot (screen graphic) placed between the two words by the system.

6. Notice that all of Great Falls is now wrapped to a new line. It has been treated as one word rather than as two separate words.

* *

You can no doubt think of other examples of words that would need a CODE SPACE. Those would include St. Louis, St. Paul, and perhaps even CPT 8100 or CPT 8525.

REMEMBER: Use a CODE SPACE between words that should be treated as one word--words that should not be separated.

CHAPTER 15

TYPING WITH CODED FUNCTIONS

AUTOMATIC CASE CHANGE (CODE X)

There are times when after you have typed a word, a sentence, or a document that you may decide to capitalize part of the text or to change it to lower case. This may be done automatically rather than retyping the desired change. Position the line containing the text to be changed on the typing line. Position the pointer under the first character to be changed. Hold CODE and touch X once for each character requiring a change. The pointer moves along the line and changes each letter to the reverse case--a lower case letter to a capital case letter and a capital letter to a lower case letter. CODE X also changes numbers to symbols and vice versa. You should be cautious when you use CODE X to space past letters which you do not want changed as most typing lines contain a mixture of upper- and lower-case characters.

* *

EXERCISE 15.1 AUTOMATIC CAPITALIZATION AND LOWER CASE

1. Give yourself a blank screen with a typing line.

2. Type the following lines:

   The automatic capitalization feature will save you time when you wish to change what was typed in lower case (small letters) to UPPER CASE (ALL CAPITAL LETTERS).

3. Hold CODE and X to change "automatic capitalization" to all caps.

4. Hold CODE and X to change "UPPER CASE (ALL CAPITAL LETTERS)" to lower case. (Caution: The parentheses are retained, so release for those symbols and space by.)

* *

JUSTIFYING LINES TO THE RIGHT MARGIN (CODE J)

There are times when you are typing when you may want an item or sentence to line up evenly with the right margin rather than the left margin. Sometimes page numbers are typed in the upper right corner of the right margin. This is called right-justifying text.

The procedure is easy. Simply type the line of text to be right-justified. Do not touch the space bar after the last typed character.

Hold CODE and touch J. The text line moves automatically to the right margin. Only one line of text can be right-justified at a time.

* *

EXERCISE 15.2 RIGHT-JUSTIFYING

1. Position the pointer at the left margin.

2. Type the following lines. Leave the pointer in the space immediately following the last character of each line. Hold CODE and touch J.

   Great Falls High School
   Office Education Association
   (type today's date)
   Page 1

* *

VERTICAL LINES (CODE, SHIFT, AND UNDERLINE OR HYPHEN)

Many times when you are typing you may want to display something attractively in a box or you may want to use vertical lines to separate columns. Forms, charts, and typing art work require the use of a vertical line.

To create a vertical line, position the pointer where the line is to begin. Leave at least one blank typing line above the margin scale before beginning the vertical line. Touch LOCK. Then, hold CODE and touch underline (_) or (-) at the same time. If the underline key or hyphen key is held down, it repeats. To erase a vertical line, repeat the same steps over the original line.

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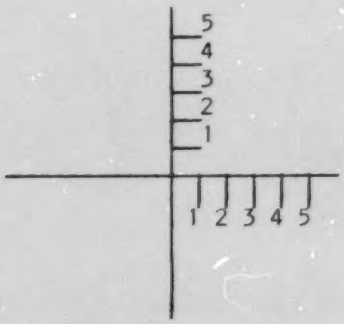

* *

EXERCISE 15.3 DRAWING A BOX (USING THE HYPHEN)

1. Touch RETURN once.

2. First, draw a vertical line. To do this, hold CODE and SHIFT, and touch the hypen (-) key five times.

3. LINE DOWN once.

4. To draw a horizontal line from position 1 to position 26, first hold SHIFT. Then touch the hypen key until the character counter on the lower status line reaches 26.

5. CODE BACKSPACE, then LINE DOWN five times.

6. Draw another horizontal line to position 26.

7. LINE UP once.

8. Hold CODE and SHIFT and touch the hypen key five times.

* *

EXERCISE 15.4 DRAWING A BOX (USING THE UNDERSCORE)

1. Clear your screen and give yourself at least one blank typing line.

2. Type the following short paragraph:

   Vertical lines are fun to type. It is a challenge to get the lines to meet at the corners when drawing a box. It's amazing how the CPT can draw straight lines. It's fun to practice lines.

3. Record the above paragraph out to NAME115.4.

4. Recall the paragraph three times, making three different size boxes around it.

* *

SUBSCRIPTS AND SUPERSCRIPTS

Some typing, for example chemical and mathematical formulas, requires superscripts and subscripts. Footnotes in a manuscript require a typed character above the line. The 2 in H_2O is a

subscript; it must be printed below the main line of text. The 2 in x^2 is a superscript; it must be printed above the main line of text. On a typewriter this is done manually by turning the paper up or down. However, on the CPT the printer automatically scrolls the paper up or down 1/4 of a line in the direction designated.

On the CPT you insert "hidden arrows" on the screen before and after the character or characters to be printed above or below the line. The first arrow shows whether the characters following are a superscript or a subscript. The second arrow points in the opposite direction and instructs the system to return to the main typing line. The arrows will not appear on the screen and the items to be raised or lowered will appear on the same line as the rest of the text on the screen. However, they will be printed above and below the main line of text.

The down arrow is created by holding CODE, SHIFT, and 9 at the same time. The up arrow is created by holding CODE, SHIFT, and at the same time. Each arrow instructs the system to move the paper 1/4 line in the designated direction. Typing two up or two down arrows in a row would move the paper 1/2 line. Typing three arrows in a row of up or down arrows would move the paper 3/4 line, and so on. Remember that you need one up arrow for each down arrow, and vice versa.

These arrows are examples of hidden codes in the CPT system. The screen does now display subscript or superscript effects; this occurs only during printing. Later, you will be told how to view hidden characters.

Some examples of subscripts and superscripts follow:

H_2O

$e=mc^2$

see footnote[1]

$e^{f^{e}c}t_s$

When typed on the screen, the four items above are all on one line. When typed with the hidden arrows, they are are still all on one line. However, when they are printed after being typed with the hidden arrows, they give subscript and superscript effects.

* *

EXERCISE 15.5 TYPING WITH SUPERSCRIPT ($e=mc^2$)

1. Clear your screen and return.

2. Type e=mc.

3. Hold the CODE key, SHIFT key and 8 down at the same time. A small arrow pointing up appears on the screen for a second. It tells the printer to type the next character higher than the rest of the text.

4. Type the number 2.

5. Hold the CODE, SHIFT, and 9 keys down. This down arrow tells the system to bring the line of print back to its original level.

6. Return.

* *

EXERCISE 15.6 TYPING WITH SUBSCRIPT (H_2O)

1. Return.

2. Type a capital H.

3. Hold the CODE, SHIFT, and 9 down. A down arrow is displayed for a second.

4. Type the number 2.

5. Hold the CODE, SHIFT, and 0 keys down. An up arrow appears bringing the line of print back to the original level.

6. Type the capital letter O.

* *

VIEWING HIDDEN CHARACTERS (CODE V)

To view hidden characters (including superscripts and subscripts), move the line containing the hidden characters to the typing line and use CODE V.

* *

EXERCISE 15.7 VIEWING HIDDEN CHARACTERS (CODE V)

1. LINE DOWN to position the text e=mc2 on the typing line.

2. Hold CODE and touch the letter V. Look closely at the formula and notice the hidden arrows.

3. Repeat CODE V (CODE View). The up arrow which precedes the 2 will cause the 2 to print below the main line. The down

arrow which follows the 2 will return the printer to the main typing line.

4. Line UP to position the text H20 on the typing line.

5. Hold CODE V. Do the hidden arrows appear before and after the 2? (The down arrow before and the up arrow after)

6. You may print the material on your screen (subscript and superscript) to see how the formulas actually look when printed. Use screen-to-printer printing. PAGE, UP. Touch PRINT. Backspace to disk drive number and type 0. Erase any page label. Insert paper into the printer. RETURN. When the printing is complete, take the system out of keyboard-to-printer mode by touching STOP, space to Cancel, and touch RETURN.

   Did the subscript and superscript items print as you wanted them to print? If not, try again.

* *

EXERCISE 15.8 EXTRA PRACTICE WITH SUBSCRIPT AND SUPERSCRIPT AND CODE V

1. Type the following lines inserting the up and down arrows as needed to gain the desired effect. Use CODE V as you type these to view the hidden arrows.

see footnote[1]

$e^{ffe}c_{ts}$

* *

DOUBLE UNDERLINE (CODE AND EQUAL--=)

To double underline, type the text first, as in manual underlining. However, the double underline must be typed on a separate line. So, touch RETURN to create a blank line and then use CODE =. Also, CODE = does not move the pointer forward, so you must touch the space bar after each =. The double underscore is used mostly in accounting and financial statements.

* *

EXERCISE 15.8 DOUBLE UNDERSCORING

1. Depress RETURN.

2. Type: Be sure to read word processing periodicals.

3. RETURN to create a blank line beneath your text.

4. Position the pointer to "w" in "word processing." Hold CODE and touch the equal (=) key. Notice that the equal sign appears, but the cursor does not move.

5. Keep holding CODE and alternately touch the equal (=) key and the SPACE BAR until "word processing" is double underscored.

6. To erase any unwanted underscoring, use the erase key. If you have an entire line of unwanted underscoring, LINE UP until the line is above the margin scale and the double underscores are below it. Touch LINE and SKIP.

7. You may print the above assignment with the double underscore to see how it actually looks when printed.

* *

OVERSTRIKE (CODE AND SHIFT AND PLUS--+)

Overstrike means a line drawn through typed/printed text to show deletion. To overstrike, you use the CODE key and the PLUS (+) key, which is the shift of the equal (=) key. Overstriking appears on the same line as the text, only slightly above it. Overstriking appears as a dash drawn over every character and space; however, it will print out as text with a line drawn through the copy.

* *

EXERCISE 15.9 OVERSTRIKING

1. Touch RETURN once.

2. Type: Let's type the overstrike to see how it works.

3. Position the pointer directly under the first character. Hold both the CODE and SHIFT keys. While holding them, touch the PLUS (+) key. You can repeat this action by holding CODE and SHIFT and by repeatedly touching PLUS. This will draw a broken line above your line quickly. The broken line becomes a solid line through the characters.

4. To erase the overstrike, simply repeat the above (overstrike the characters again.)

5. You may print the above assignment with the overstrike to see how it actually looks when printed.

* *

BOLDFACE PRINTING (CODE V)

Boldface printing are characters that are printed darker than the surrounding text, because special instructions tell the print head to restrike those characters. To mark the text or words for boldface printing, use CODE SEMICOLON (;) before the text and CODE APOSTROPHE (') after the text. This creates hidden triangles around the text. The triangles appear on the screen only momentarily. To see them, position the text on the typing line and use CODE V.

* *

EXERCISE 15.10 BOLDFACE PRINTING

In this exercise, you will type **OFFICE EDUCATION** Period One. Only the words **OFFICE EDUCATION** will be printed in bold face. Period One will be printed in regular way.

1. Touch RETURN once to position the pointer at the left margin.

2. Hold CODE and touch the semicolon key (;). Notice the left triangle that briefly appears and then disappears.

3. Type the words "OFFICE EDUCATION" and stop.

4. Hold CODE and touch the apostrophe (') key. This tells the system to return to normal printing. Notice the hidden right triangle.

5. Type the rest of the line "Period One."

6. To see the hidden triangles again, hold CODE and touch V. Watch the typing line carefully when you do this.

7. You may print the above assignment with the boldface words to see how it actually looks when printed.

* *

WORKSPACE AVAILABLE ON DISK (CODE W)

To check the amount of space left on a disk, from time to time you should use CODE W. When you hold CODE and touch W, the status line expresses, as a percentage, the amount of space already taken on a disk in a drive. In order to allow enough room for revisions to existing pages, you should record on only 80 percent of a disk.

If you try to record a page on a disk that is nearly full, the system beeps and displays the message: (6.1 THE PAGE IS TOO LARGE). This means that the page you are trying to record is larger than the space available on the disk

* *

EXERCISE 15.10 WORKSPACE AVAILABLE ON YOUR STUDENT DISK

1. Insert your student disk into drive one.

2. Hold CODE and touch W.

3. Look at the upper status line to see the percentage of work space available on your disk.

* *

SPECIAL SYMBOLS AND OTHER CODE USES

Your CPT has many special characters that can be created by using CODE and other keystrokes. To become acquainted with these special symbols and other code uses, consult the Glossary at the end of this manual.

CHAPTER 16

USING CODED TABS

Coded Tabs cause your CPT word processor to set a temporary left margin. This temporary left margin will be kept until you touch the RETURN key twice.

Coded Tabs are used when you want to indent material from the left margin. The most common example of such usage is for a list of enumerated items.

A Code Tab is made by holding down the CODE key while touching the Tab key.

The following exercise will enable you to see how a Code Tab works. As you do the exercise, take note of the screen graphic "◀" which will appear before each Coded Tab.

* *

EXERCISE 16.1 CODE TAB

1. Set format line: margins at 1 and 50, tabs at 5 and 10.

2. CODE + TAB to the first tab setting at character position 5. Notice the screen graphic.

3. Type the number 1.

4. CODE + TAB to the second tab setting at character position 10. Notice the screen graphic.

5. Now type the following sentence several times. DO NOT return after any of the sentences--let the system do the wraparound.

   The big brown dog chased the small yellow cat up the giant green tree.

6. Touch the RETURN key once. Notice that the pointer goes to the tab setting at character position 10--the temporary left margin.

7. Touch the RETURN key once more. Notice that the pointer goes all the way back to the left margin this time. (Two returns break the Code Tab message.)

8. If you feel you need more practice with Coded Tabs, repeat steps #2 through #7 before going on.

* *

Perhaps you have noticed that Coded Tabs are helpful in indenting only the left margin. If you wish to indent from both margins, you would need to set a new format line, then return to the old format line when you were finished with the fully indented material.

The following exercise will give you additional practice in using Coded Tabs. It will also show you how multiple format lines can be used within a document.

* *

EXERCISE 16.2 CODED TABS AND MULTIPLE FORMAT LINES

1. Type the following letter. You will use two format lines. The first one will have margins of 1 and 60 with a tab at 30. Record this format line (CODE + M). Be sure to use the Coded Returns where they are indicated.

Current Date

Mr. John Doe
3243 Main Street
Eugene, OR 97401

Dear John:

The following rules have been established for all sales personnel and should be referred to when questions arise:

2. Now prepare a new format line with the same margins, the same tab at 30, but with additional tabs at 5 and 9. Do a CODE + M to record this new format line on the screen.

3. Now continue typing the remainder of the letter. Be sure to use Code Tabs where indicated, as well as the Coded Return.

1. The work-day will be from 8:30 a.m. to 5:15 p.m. Each sales representative is expected to adhere to these hours, and it is the duty of the district manager to see that this is followed.

2. No unauthorized agreements are to be made with customers or prospects without specific written approval from the vice-president.

If you have any questions, please contact the home office.

We appreciate having you on our sales force, John. Keep up the good work!

Sincerely yours,

John P. Goodover
Vice-President

urs

4. Record this letter onto your Student Diskette. Use the page label NAME!16.2, where NAME stands for the first four letters of your last name, I stands for your first name initial, and 16.2 is the exercise.

* *

CHAPTER 17

BLOCK MOVE (STORING AND RETRIEVING PARAGRAPHS)

When writing or editing, you may find sentences, paragraphs, and pages that you want to move. This would be called "cut and paste" revisions if you were using a standard typewriter. By using the text MOVE feature on the CPT, you can remove text from a document, store it temporarily, and then automatically reinsert (or "move") it back into the document at the correct place.

Once text is in storage, you can use it once or repeatedly, or even add to it. Other special features allow you to find out where text is stored and what text is stored in a particular location. You can clear text from storage without bringing it to the screen.

STORING TEXT (BLOCK MOVE) (CODE, MOVE)

A block MOVE is used to take a word, line, paragraph, or page of text from a page and store it. The text moves from the preview area to an off-screen memory location, labeled with a letter of the alphabet. This text can be retrieved or copied anywhere you want it. There are ten storage areas, so ten letters can be in use a a time.

The steps to move and store a selected portion of text are as follows: 1. The portion (word, line, paragraph, or page) to moved is positioned immediately below the margin scale in the preview area. 2. Depress the appropriate amount control key word--WORD, LINE, PARA, or PAGE--to be moved. 3. Depress CODE and MOVE. Continue holding MOVE and release CODE. Then depress the letter of the alpahabet in which you choose to store the portion of text. Any of the 26 letter keys may be used to store text in a block move. 4. The portion moves from the preview area into storage.

This text is only stored temporarily. When the system is reset or turned off, all stored text is deleted from tthe storage area. Therefore, if you want to store text permanently for use in a variety of documents, it is better to record it and then recall it using IN or INSERT.

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* *

EXERCISE 17.1 MOVING TEXT INTO STORAGE WITH BLOCK MOVE (PARA, MOVE)

1. Key in the following:

   One way to grow professionally is to attend a word processing seminar. There are national as well as local seminars.

   The two national seminars are SYNTOPICAN, sponsored by the Association of Information Systems Professionals, and EXPOSIUM, sponsored by the Word Processing Society, Inc.

   Your local word processing seminar is INFORMATION/WORD PROCESSING FUNDAMENTALS FOR OFFICE PERSONNEL and is sponsored by the Association of Information Systems Professionals of Great Falls, Montana. It is held the fourth Thursday of every October.

2. To reverse paragraphs two and three, PARA DOWN until the second paragraph is directly below the margin scale. (PARA, DOWN, DOWN) Notice that by touching PARA, you have also selected the amount to be moved.

3. Depress CODE and MOVE; keep holding MOVE, release CODE, and touch the letter A once. This paragraph moves from the preview area into storage with A as its label.

4. Move paragraph three to the upper screen; it now becomes paragraph two of the text.

5. Save this exercise on your screen and in your off screen storage A and immediately complete EXERCISE 17.2 after reading the introduction.

* *

RETRIEVING TEXT FROM STORAGE (FROM BLOCK MOVE)

Retrieving text from storage when block move has been used is simple. Text is retrieved by moving it from the off-screen memory to its new location above the margin scale. The text scrolls onto the upper screen, retaining its original margins and tab settings. Position the pointer on the typing line where you want the stored portion of text to enter. Depress and hold MOVE while you touch the appropriate alphabet key. The off-screen memory no longer contains text stored under that letter.

* *

EXERCISE 17.2 RETRIEVING TEXT FROM STORAGE (FROM BLOCK MOVE)

1. Position the cursor on the typing line where you want the stored paragraph to enter. Include the necessary blank lines between paragraphs.

2. Depress and hold MOVE while you touch A. The stored paragraph enters.

* *

ADJUSTING STORED TEXT TO SCREEN MARGINS (MOVE, ADJ)

There are times when your stored margins will be different from your screen margins. You can adjust text to existing screen margins by using MOVE ADJ. The text scrolls onto the upper screen, adjusting to the margin and tab settings on the screen. To turn off MOVE ADJ, hold MOVE and touch ADJ. ADJ disappears from the lower status line

* *

EXERCISE 17.3 ADJUSTING STORED TEXT TO SCREEN MARGINS (MOVE, ADJ)

1. Type the following line for line as shown:

   INPUT/OUT (I/O). An input device
   such as a keyboard feeds information
   into the computer. An output device
   such as a printer or monitor takes
   information from the computer and
   turns it into usable form. Modems,
   cassettes, and disks work in both
   directions, so they are I/O devices.

2. Position the paragraph below the margin scale (PARA, DOWN). Notice that by touching PARA, you have also selected the amount to be moved.

3. Move the paragraph into memory. Hold down CODE, hold down MOVE, release CODE, touch A.

4. Make sure your screen margins are set at 1 and 80. RETURN once to create a blank line.

5. Turn on the move adjust feature by holding MOVE and touch ADJ once. Notice that ADJ appears in the lower status line, indicating that the move adjust feature is now on.

6. Retrieve text by holding MOVE and touching A. Notice that the text adjust to the wider screen margins.

7. Turn off the move adjust feature by holding MOVE and touching ADJ again.

* *

RETRIEVING TEXT REPEATEDLY (MOVE =)

Using MOVE and the equal sign (=), you can retrieve text an unlimited number of times. You must touch = each time you retrieve the text. To do this, hold MOVE, then touch the equal sign (=), then the letter you used to temporarily store the text.

* *

EXERCISE 17.4 RETRIEVING TEXT REPEATEDLY IN BLOCK MOVE (MOVE =)

1. Type the following line for line:

   Verse A: Red wagon painted
   blue, red wagon painted. . .

   Refrain: Lou, Lou skip to my
   Lou. Lou. Lou skip to my. . .

   Verse B: Flies in the butter-
   milk, shoo fly, shoo. Flies. . .

2. Position the text of the Refrain below the margin scale (PARA, DOWN DOWN). Notice that the amount of text to be stored (PARA) is already selected.

3. Move the text: hold CODE, hold MOVE, release CODE, and touch A.

4. Hold MOVE, touch the equal (=) key and, still holding the MOVE key, touch A.

5. Move Verse B up to its correct position below the Refrain.

6. Bring in the Refrain again: Hold MOVE, touch the equal (=) key and, still holding the MOVE key, touch A.

7. Do not clear this exercise. Save it for Exercise 17.5.

* *

VIEWING MOVE LABELS (MOVE ?)

Block moves are helpful in doing extensive revisions. You may use many letter keys to store sections of a document. After a time, you may forget what text is stored where. To check, use MOVE and QUESTION MARK (?). This will display the keys being used plus the first few words of each piece of stored text on the status line. (38 characters of the text will appear.)

* *

EXERCISE 17.5 VIEWING MOVE LABELS (MOVE ?)

1. After you perform the instructions for this step, look at the left side of the upper status line quickly. To list the move labels (letters), hold MOVE and touch the ? key. It is not necessary to touch SHIFT. Notice that the letter A appears on the upper status line, indicating that text is stored under label A.

2. After you perform the instructions for this step, look at the left side of the upper status line quickly. To check the contents of storage area A, hold MOVE, touch the ? key, and then touch the letter A The first few words of the stored paragraph appear on the upper status line.

3. Do not clear this exercise. Save it for Exercise 17.6.

* *

CLEARING TEXT FROM STORAGE

Once you have stored text, you can clear if from memory. There are three ways to do this.

1. Move text: Sometimes you only want to retrieve text once, or you know that this retrieval will be the last. Retrieving text using MOVE or MOVE ADJ and the appropriate letter automatically clears the text from the off-screen memory.

2. Delete some text: Sometimes you will want to clear temporarily stored text witnout retrieving it. For example, you may want to clear text so you can reuse the move label. To do this, hold MOVE, touch SKIP, and then touch the appropriate letter.

3. Delete all text: If you turn off or reset the system, all the temporarily stored text will be cleared from the off-screen memory.

* *

EXERCISE 17.6 CLEARING TEXT FROM STORAGE (MOVE, SKIP)

1. In this exercise, you will clear the text stored under the letter A. Hold MOVE and touch SKIP.

2. Continue holding MOVE, and touch A. This clears all material from A.

3. To verify that storage area a has been cleared, hold MOVE and touch ?, and look at the upper status line. No letter appears.

4. Try to retrieve text from A by holding MOVE and touching A. No text appears.

* *

CHAPTER 18

DECIMAL TABS

Numbers can be typed to align at the decimal point by setting tab stops where the decimal point of the number should be (rather than at the beginning of the number as you may be used to doing on a standard typewriter). After the tabs are set for the decimal points, the numbers are typed on the 10-Key Pad.

* *

EXERCISE 18.1 LOCATING 10-KEY PAD

Locate the 10-Key Pad which is to the right of the standard keyboard. Take note of:

(1) the arrangement of the numeric keys
(2) the Decimal Point key (above the ENTER key)
(3) the Comma key (above the ENTER key)
(4) the Enter key

* *

Any commas will have to be added manually by using the Comma key. The decimal point is added by touching the Decimal Point key.

The ENTER key works like the Tab key. Touch it with your little finger to move the Pointer from tab stop to tab stop.

If you make an error in typing a number, DO NOT try to correct it on the 10-Key Pad. After you have completely typed the number, position the pointer beneath the incorrect number and type it with the correct number on the standard keyboard. The other option--if there are numerous errors within the number--is simply to erase the number, backspace the pointer to the left of the tab stop and touch ENTER again to begin the decimal tab feature for retyping the number.

The following exercise will enable you to see how the decimal tab feature works.

* *

EXERCISE 18.2 DECIMAL TAB

1. PAGE DOWN and SKIP to clear the screen.

2. Set margins at 1 and 40 and tab stops at 15 and 30.

3. RETURN to give yourself a typing line and position the pointer at character position 1.

4. Using the 10-Key Pad, touch the ENTER key to move the pointer to the first tab stop at 15.

5. Still using the 10-Key Pad, type any number of your choice, being sure to use the Comma key to insert any needed commas and the Decimal Point key to type the decimal point. Notice that the numbers move to the left of the tab stop until the decimal point is touched and then the numbers are typed to the right of the decimal point.

6. Touch the ENTER key to move to the tab stop at 30.

7. Repeat Step #5.

8. Touch the ENTER key again. This time the pointer moves to the right margin.

9. Touch the ENTER key again. This time the pointer moves to the left margin.

10. Touch the ENTER key again. The pointer should move to the tab stop at 15.

11. Repeat Steps #5 - #10 as many times as you need in order to feel comfortable with the decimal tab feature. Try correcting some numbers by (a) using the numbers on the standard keyboard and (b) erasing the numbers, backspacing the pointer to the left of the tab stop, touching the ENTER key to position the pointer at the tab stop (this activates the decimal tab feature), and retyping the number.

* *

Now that you are comfortable with using the decimal tab feature, you will type another exercise to give you further practice and to enable you to set up a table. The following exercise will also introduce you to the CODE + R feature.

CODE R is an on/off feature--the first time you type it, the feature is turned off; the next time, it is turned off. As with other CODE functions, you hold down the CODE key while you touch the letter "R." The message "CODE: R" appears on the Lower Status Line of your CPT 8100 or CPT 8525.

The CODE R feature locks the Upper Screen and the Preview Area together so that they move as one unit. When the CODE R feature is on, the Return key now brings lines from the Preview Area into the Upper Screen. You will see how this feature works in the following exercise.

* *

EXERCISE 18.3 DECIMAL TAB AND CODE R

1. PAGE DOWN and SKIP to clear the screen.

2. Set margins at 1 and 65 and tab stops at 45 and 60.

3. CODE + M to record your format line.

4. You will type the following exercise according to the directions which follow:

EXPENSE COMPARISON

	1978	1979
January	1,453.55	4,895.33
February	1,526.23	1,987.32
March	458.97	985.54
April	1,125.89	1,887.45
May	897.45	998.12
June	1,556.12	2,156.23
July	789.12	946.32
August	987.45	1,654.32
September	1,111.15	1,453.94
October	1,124.99	1,553.78
November	1,258.62	1,776.56
December	1,726.55	1,664.91
Total	14,016.09	21,959.82

5. Type the heading at the left margin and center it. (CODE + C)

6. Return three times.

7. Type the months down the left side of your screen, returning twice after each third month. Do not type the numbers yet.

8. PAGE DOWN to enter the text into the Preview Area.

9. LINE UP until the first line in the Preview Area is "January."

10. CODE + R: While holding down the CODE key, touch the letter "R." Be sure the message "CODE: R" appears on the Lower Status Line.

11. Using the ENTER key on the 10-Key Pad, tab to the first tab stop, type "1978" on the 10-Key Pad; touch ENTER to move to the next tab stop and type "1979" on the 10-key pad. (Remember: The ENTER key works like the Tab key.)

12. Continue to use ENTER to move from tab stop to tab stop. Notice that because of the CODE R feature, the ENTER key now brings up lines of text from the Preview Area. Type the numbers as you go. Your fingers should not leave the 10-Key Pad as you type the numbers (unless you have to correct with the standard keyboard numbers).

13. Continue through the exercise using the ENTER key to move from tab to tab and typing the numbers from the 10-key pad.

14. Type the double underscores by first touching ENTER or RETURN to give yourself a blank line on which to type, positioning the pointer beneath the first number of the first column and using the CODE feature for typing double underscores (CODE + =). Refer back to Chapter 15 on coded functions if you need more instruction.

15. Record your exercise OUT to NAME\18.3 on your Student Diskette in the same manner as you have recorded previous exercises. Assuming that your Student Diskette is in Disk Drive 1, the Upper Status Line would be: OUT 1 NAME\18.3.

* *

CHAPTER 19

COLUMN MOVE

The Column Move feature enables you to store, retrieve and rearrange columns.

Like Block, or Text, Move, Column Move uses the CODE key, the MOVE key and another key to temporarily store the material. Unlike Block, or Text, Move, Column Move uses a numeric key (0-9 on the standard keyboard) to temporarily store the column. As you may recall, Text Move uses an alpha key to store the material.

When storing a column, you can only store one LINE at a time. However, by holding down the MOVE + a numeric key, you can store as many lines as you desire. These lines will be held in temporary storage, or memory, until you retrieve them, until the system is turned off, or until you SKIP the material in storage (delete it from memory).

A column is defined as the text between the pointer and the right margin.

The following exercise will enable you to use the Column Move feature.

* *

EXERCISE 19.1

Column Move
Deleting the Column as it is Retrieved

Moving a Column into Temporary Memory

1. PAGE DOWN and SKIP to clear any material on the screen.

2. Recall the EXPENSE COMPARISON exercise typed and recorded in Chapter 18. This exercise will be found under the page label NAME118.3 on your Student Diskette. Assuming your Student Diskette is in Disk Drive 1, your prompt in the upper, left-hand corner of your screen will be:
IN 1 NAME118.3.

3. PAGE UP to enter the document into the system's memory.

4. LINE DOWN until the fist line in the Preview Area is "1978" and "1979."

5. Leaving the Right Margin where it is at character position 65, move the pointer to character position 52. You have now

defined the column as being between character position 52 and the right margin of 65. The column consists of the numbers, periods, commas and spaces between the pointer and the right margin.

6. Move the column into the number 1 by:

   --holding down the CODE key with your left hand,
   --touching the MOVE key with your right hand while still holding down the CODE key,
   --releasing the CODE key with your left hand and, while still holding the down the MOVE key with your right hand, depress the number 1 and "SIT ON IT" (hold it down) until the entire column has been moved off the screen.

Checking To See Where the Column is Stored

7. The column "1979" has been put into temporary memory. You can check to see where with which number it is stored by holding down the MOVE key while you touch the "?" key. You do not need to use the Shift key--it is not the capital position of the question key. MOVE + ? causes the numbers where columns are stored to appear in the upper, left-hand corner of your screen. You should see the following prompt: "1." You will see only the number 1 because you have only one column stored--with number 1.

8. You can check to see the first several numbers stored in this number by asking for more specific information with the MOVE + ? key: MOVE + ? + 1. Do this and watch for your prompts in the upper, left-hand corner of your screen.

Retrieving a Stored Column and Deleting It From Memory

9. LINE DOWN until the first line on the Typing Line is "1978."

10. Position the pointer at character position 20.

11. While holding down the MOVE key, touch the number 1. The entire column should now appear on your screen.

12. Check to see that the column has been deleted from memory by doing a MOVE + ? again. This time no numbers should appear in the upper, left-hand corner of your screen.

* *

This column could have been retrieved from memory <u>without</u> deleting, or erasing, it from memory. This is done by touching the "=" (equal) key as you retrieve it: MOVE + = + number where column is stored.

The following exercise will enable you to retrieve a column without deleting it from memory.

* *

EXERCISE 19.2

Column Move
Retaining the Column in Memory

1. Repeat steps #1 through #10 of the previous exercise.

2. To retrieve your column, hold down the MOVE key while you touch the "=" key and then the number 1. You do not need to hold down the "=" key to touch the number key, but be sure to hold down the MOVE key while you touch both the "=" key and the number key.

3. Check to see that the column has not been deleted from memory by doing a MOVE + ? again. The number 1 should still appear in the upper, left-hand corner of your screen.

4. Keep this table by recording it on your Student Diskette to NAME119.2.

5. DO NOT delete the column from memory in number 1. You will use this column again in the next exercise.

* *

You could retrieve this column as many times as you desired and still keep it in memory by simply touching the "=" key before you touch the number key where you stored the column.

You can retrieve a column from memory and move an existing column to the right while you "insert" the column in the location where that column currently exists.

The following exercise will enable you to see how this works.

* *

EXERCISE 19.3

Column Move with HOLD

1. Recall the document you recorded on the Student Diskette in the previous exercise: NAME119.2.

2. You should still have a column in memory in number 1.

3. LINE UP until the first line on the Typing Line is "1979" and "1978."

4. Position the pointer at character position 20.

5. Touch HOLD. Check the Lower Status Line to make sure that HOLD is on.

6. Retrieve the column stored in number 1: MOVE + = + 1. The column should move to the right as the column being retrieved comes to the screen. You should now see three columns on your screen.

7. You touched the equal key, so the column will still be stored in number 1. Check this with MOVE + ?.

Clear the Column Stored without Retrieving It

7. Clear the column stored in number 1 by holding down the MOVE key while you touch the SKIP key and then the number key (1).

* *

Repeat any exercises that you are not comfortable with. Move additional columns and use the Column Move feature until you feel comfortable with its use.

CHAPTER 20

SEARCH AND REPLACE

The Search and Replace feature on your CPT word processor enables you to locate a word, phrase, or a character string of up to 30 characters, numbers, spaces or special characters. This word, phrase or string of characters can then be automatically replaced with another word, phrase, or character string; or you may choose an option where the CPT will stop at the location of each word, phrase or character string and let you decide whether to leave it the same or to change it.

The Search and Replace features are commonly used to:

1. correct words (such as someone's name) which have been misspelled,

2. update or revise text, including dates, names, and/or dollar amounts,

3. and replace abbreviations with complete words.

The Search and Replace feature is accessed through CODE + S. While holding down the CODE key, touch the letter "s" on the standard keyboard.

The following prompts will appear in the upper left-hand corner of your screen after accessing the feature with CODE + S:

SEARCH

DISABLE LOCATE REPLACE LOCATE-REPLACE

From this menu selection, you select the option you desire. The cursor will always be blinking beneath the DISABLE option. You can move it forward with the Space Bar or backwards with the Backspace key.

The remainder of this chapter will take you through each option.

DISABLE

The Disable option turns off, or disables, the Search and Replace feature. If you should accidentally touch a CODE S, you can disable the feature by having your cursor under the "D" of Disable and touching the Return key to execute your command. (You could also get yourself out of this feature by touching the SKIP key.)

The following exercise will allow you to access the feature and then "disable" your selection.

* *

EXERCISE 20.1

Accessing Search and Replace

1. Access the Search and Replace feature by typing CODE + S.

2. Notice the prompts that appear in the upper left-hand corner of your screen. The cursor should be blinking beneath the "D" of the word Disable.

3. Touch the Return key to select Disable.

4. The upper, lefthand portion of your screen should now be blank. The feature has been disabled, or turned off.

* *

LOCATE

The locate option enables you to locate words, phrases or character strings of up to 30 characters. This feature does not automatically replace these words, phrases, or character strings. It only locates them. The pointer will stop at the beginning of the word, phrase or character string that is being searched for. At this point you may choose to manually make a change or to leave the text as it is. The pointer will stop at the beginning of each word, phrase or character string it is instructed to locate.

After you select the Locate option from the menu of options given you, the next prompt to appear in the upper, lefthand corner of your screen will be:

ADJUST Yes No

The cursor will be blinking beneath the "Yes." This prompt is asking you whether or not you want the material to be adjusted to screen margins as it is brought from the Lower Screen to the Upper Screen. (Material that is to be searched is placed in the Lower Screen, and the system puts it in the Upper Screen as it searches through it.) Say yes to this option unless you will be searching through text that is arranged in columns. Always say no to adjusting material that is arranged in columns.

The next prompt to appear is:

OLD _

At the point where the cursor is blinking, you are to type in the word, phrase or character string that you are searching for.

Remember that you execute each command with the Return key. As you select each option that you desire, you move to the next option or prompt with the Return key.

The following exercise will enable you to see how the Locate option works.

* *

EXERCISE 20.2

The LOCATE Option

1. Insert the Instruction Diskette into either Disk Drive 1 or Disk Drive 2 and bring in the document labeled CPTC. (IN 1 CPTC) or (IN 2 CPTC)

2. PAGE UP to enter the text into the system's memory in one step.

3. PAGE DOWN in order to place the text to be searched in the Preview Area.

4. Select the amount of text to be searched with the Amount Control Keys. Select PAGE.

5. Access the Search and Replace feature: CODE + S.

6. Place the blinking cursor beneath the L of Locate. The cursor is moved forward with the Space Bar and backwards with the Backspace Key. The prompts in the upper, lefthand corner of your screen should look like this:

   DISABLE LOCATE REPLACE LOCATE-REPLACE

   Be sure that the blinking cursor is beneath the L of LOCATE. Complete your command by touching the Return key.

7. When the prompt ADJUST appears, select "yes" and complete your command by touching the Return key.

8. When the prompt OLD appears, type in "corp." and be sure that each letter is in lower case and that the abbreviation ends with a period. The prompt should look like this:

   OLD corp.

   Touch the Return key to execute your command.

9. Do CODE + ADJ to begin the Search feature. The pointer should stop at the first occurrence of the word corp. that

the system finds--in the title line. Again do a CODE + ADJ to continue the Search feature. (Read through step #11 if you are uncertain about what you are doing.)

Watch the text move from the Preview Area into the Upper Screen. The pointer will stop at the location of each word that you instructed it to locate--in this case, corp. Because this word was entered into the system in all lower case letters, the pointer will stop at the location of every occurrence whether that occurrence appears in all uppercase letters, all lowercase letters, or in mixed case.

10. Continue the Search and Replace feature with a CODE + ADJ. Each time the pointer stops, you have the option of changing the word(s), omitting the word(s), or leaving the text as it is. After you have made your decision, continue the search process by holding down the CODE key while you touch the ADJ key. For purposes of this exercise, you need make no changes--just CODE + ADJ to continue each time the pointer stops.

11. Continue to CODE + ADJ until all of the text is in the Upper Screen.

12. Repeat this exercise if you do not feel comfortable with it.

* *

As mentioned in the above exercise, entering the word, phrase or character string to be searched for in all lowercase letters will cause the system to locate <u>every</u> occurrence of that word, no matter how the word appears within the text--in all uppercase letters, in all lowercase letters, or in mixed case.

If you desire to search for specific occurrences within the text, you must enter that specific occurrence after the prompt NEW.

The following exercises will enable you to search for specific occurrences of the word.

* *

EXERCISE 20.3

The LOCATE Option

Finding UPPERCASE

1. Place the text in the Preview Area and continue with the above exercise until you come to the prompt OLD. Enter in CORP.

2. Continue with the exercise according to the instructions previously given.

3. Notice that the pointer stops at the beginning of the words with only uppercase letters--in this case, just the one occurrence in the title. The pointer does not stop for every occurrence of the word as it previously did.

EXERCISE 20.4

The LOCATE Option

Finding MIXED CASE

1. Repeat the above exercise until you come to the prompt OLD. Enter in Corp.

2. Continue with the exercise according to the instructions previously given.

3. Notice that the pointer stops at the beginning of the words with only mixed case--Corp. The pointer does not stop at every occurrence of the word as it previously did.

*** *

REPLACE

The Replace option enables you to not only locate the word, phrase or character string, but to also replace it.

An additional prompt appears with the Replace option that you have not encountered so far. The prompt NEW will appear after the prompt OLD. Following the prompt NEW you should type in the word, phrase or character string that you want to automatically replace the OLD text--that text entered into the system after the prompt OLD.

The prompts that come to your screen appear in this order:

DISABLE LOCATE REPLACE LOCATE-REPLACE

ADJUST Yes No

OLD _

NEW _

The small underscore indicates where the blinking cursor is as each prompt appears on the screen--in the upper, lefthand corner of the Upper Screen.

CGI

When the prompt NEW appears, you may choose one of the following:

No replacement - touch Return Replace all occurrences - enter in lower case Replace specific occurrences - enter as in specific case

Remember, too, that you also select the occurrences of the OLD word, phrase or character string in the same manner.

The following exercise will enable you to see how the Replace option works.

* *

EXERCISE 20.5

The REPLACE Option
ALL Occurrences

1. Clear the screen and recall the document OPTC from the Instruction Diskette.

2. PAGE UP to enter the document into the system's memory in one step.

3. PAGE DOWN to put the document into the Preview Area for the Search and Replace feature.

4. Access the Search and Replace feature with CODE + S.

5. Respond to the prompts as follows, either placing the cursor where indicated or typing in the correct word. Remember to execute each command by touching the Return key.

   DISABLE LOCATE REPLACE LOCATE-REPLACE

   ADJUST Yes No

   OLD corp.

   NEW corporation

   Note that each occurrence of the word will be found and then automatically replaced because the OLD and NEW words were entered into the system in all lowercase letters.

6. Do a CODE + ADJ to begin the Search and Replace feature. As it searches through the text, it will automatically replace each "corp." with "corporation." Watch this automatically happen.

7. If you do not feel comfortable with this exercise, repeat it.

* *

LOCATE-REPLACE

This option combines the previous two that you just studied--the Locate option and the Replace option.

In the Locate-Replace option, the system will locate the word, phrase or character string to which it is directed with the prompt OLD. The pointer will stop here and let you decide what to do. You can choose to keep it the same, to replace it with text of your choice, to delete the old text, or to have the system automatically replace it with the word, phrase or character string given to it after the prompt NEW.

TO KEEP IT THE SAME, select WORD in the Amount Control Keys and then ADJ to adjust the word from the Preview Area to the Upper Screen. Then continue the option with CODE + ADJ.

TO TYPE IN YOUR CHOICE, simply type in the desired text where the pointer has stopped. If you desire to delete the text located, select the appropriate amount, such as WORD, with the Amount Control Keys, and then SKIP it from the Preview Area. Again, CODE + ADJ will continue the Locate-Replace option.

TO DELETE THE OLD TEXT, select the appropriate amount of text with the Amount Control Keys and touch SKIP the appropriate number of times. Continue the Locate-Replace option with CODE + ADJ.

TO AUTOMATICALLY REPLACE THE TEXT, touch CODE + ADJ. As the option continues, it will automatically replace the OLD text with the NEW.

The following exercise will take you through the Locate-Replace option.

* *

EXERCISE 20.6

The LOCATE-REPLACE Option

1. PAGE DOWN to put the text from the previous exercise into the Preview Area.

2. Access Search and Replace with CODE + S.

3. Respond to your prompts as follows, touching the Return key after each prompt has been correctly responded to:

   DISABLE LOCATE REPLACE LOCATE-REPLACE

   ADJUST Yes No

   OLD corporation

   NEW corp.

4. Begin the Locate-Replace feature by doing a CODE + ADJ.

5. When the pointer stops for the first time:

   Select WORD with the Amount Control Keys, Touch ADJ to bring up the word "corporation," Select PAGE with the Amount Control Keys, and touch CODE + ADJ to continue.

6. When the pointer stops for the second time:

   Type in the word "Company," Select WORD with the Amount Control Keys, Touch SKIP to delete "corporation" from the Preview Area, Select PAGE with the Amount Control Keys, and touch CODE + ADJ to continue.

7. When the pointer stops for the third time:

   Select WORD with the Amount Control Keys, Touch SKIP to delete "corporation" from the Preview Area, Do not type in replacement text on the typing line, Select PAGE with the Amount Control Keys, and touch CODE + ADJ to continue.

8. When the pointer stops for the fourth time:

   Touch CODE + ADJ to automatically replace "corporation" with "corp." and to continue through the document until the next location of the word "corporation."

9. Continue through the document, deciding what to do with the remainder of "stops" each time your pointer comes to the word "corporation." Be sure to continue with CODE + ADJ after each location of the word.

10. If you need more practice with the Locate-Replace option of Search and Replace, be sure to repeat this exercise.

11. Repeat this exercise, making your own individual decisions as to what to do each time the word is located. You may also change the word or words for which you are searching.

* *

* *

EXERCISE 20.7

SEARCH AND REPLACE
Additional Exercises

1. Bring in documents that you have created and search them for various words, phrases and character strings. Go through each of the options on documents of your own.

* *

* *

COPY OF THE EXERCISE

Below is a copy of the text that is used in the exercises in this chapter.

* *

CPT CORP.

CPT Corp. became incorporated in 1971. It is one of the oldest companies in word processing, and it is the only company who manufacturers only word processing equipment. CPT Corp. is a WP specialist!

In the number of machines sold, CPT Corp. is number two in the WP industry. It is the only company besides IBM who has progressively made a profit in WP since day one.

CPT Corp. is an international company which is presently found in over 200 U.S. cities and 35 foreign countries.

CHAPTER 21

KEYBOARD PROGRAMS--PROGRAM KEY

WHAT ARE KEYBOARD PROGRAMS?

Almost every document contains certain "keystrokes"--that is, characters or commands--that must be typed again and again. (For example, you may have to type the same address repeatedly, add dollar signs to every number in a long column, or reformat many items into a long list.) You can save time by creating a "keyboard program" to do the typing for you.

When you create a keyboard program, you type the keystrokes only once, storing them in "PROG memory" at the same time. Then, every time you touch the PROG key, those keystrokes are repeated on the screen. That program remains in memory until you create a new program, or turn the power off, or reset the system. Keyboard programs can be displayed on the screen, recorded, recalled at any time and loaded into the system.

CREATING A KEYBOARD PROGRAM

You create a keyboard program by turning the program function on, typing the keystrokes to be recorded, and then turning the function off. To turn on the function you hold CODE and touch the key labelled PROG (abbreviation for "program"). The word PROG appears on the lower status line, indicating that all keystrokes will not be stored in "program memory." After typing the desired keystrokes, hold CODE and touch PROG to end the program.

When creating a keyboard program, it is important to use PROG correctly. While holding CODE, touch PROG only once and touch it lightly. If PROG is held, the program function is turned on and off repeatedly. This will delete a keyboard program you just created.

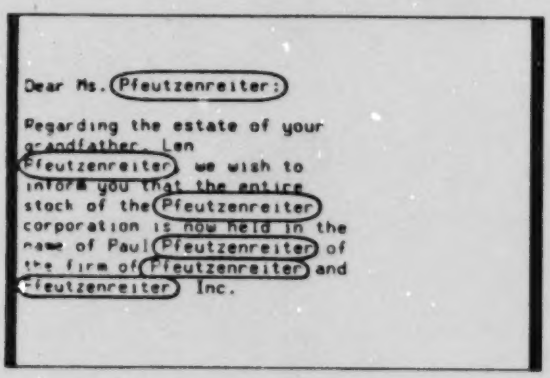
USING A KEYBOARD PROGRAM

To use a program, position the pointer where the first keystroke is desired and touch PROG. All keystrokes stored in program memory will be automatically repeated exactly as they were originally typed. Once a keyboard program has been created, it can be used repeatedly.

KEYBOARD PROGRAM EXAMPLES

Here are four examples of keyboard programs, including the necessary keystrokes to create them. They are included here primarily as a reference should you want to use these or create others similar to them. You will have an opportunity to create and use these in the student disk instruction activity; do <u>not</u> create these programs now.

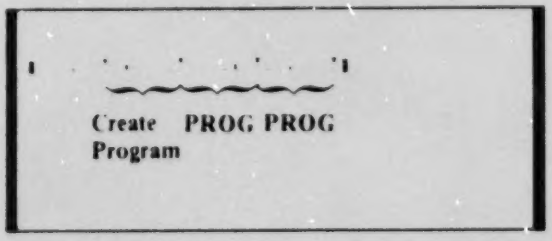
Repeat frequently used words or names. To repeat a name, word, or group of words used throughout a document, create the program the first time you type the name or word(s). Create this type of program as follows:


Dear Ms. Pfeutzenreiter:
Regarding the estate of your grandfather, Len Pfeutzenreiter, we wish to inform you that the entire stock of the Pfeutzenreiter corporation is now held in the name of Paul Pfeutzenreiter of the firm of Pfeutzenreiter and Pfeutzenreiter, Inc.

1. Hold CODE and touch PROG.
2. Type the word(s).
3. Hold CODE and touch PROG.

The next time you need the word(s), position the pointer in the desired location and touch PROG.

Create a tab grid. You can create a keyboard program to set tabs on a "tab grid" other than every 5 spaces. In this example, tabs are set at every seventh position. Create this program as you set the first tab. Then touch PROG once for each additional tab. Create the program as follows:



1. Position the pointer at the first desired tab position.
2. Hold CODE and touch PROG.
3. Touch CLEAR/TAB/SET once.
4. Touch the SPACE bar 7 times
5. Hold CODE and touch PROG.

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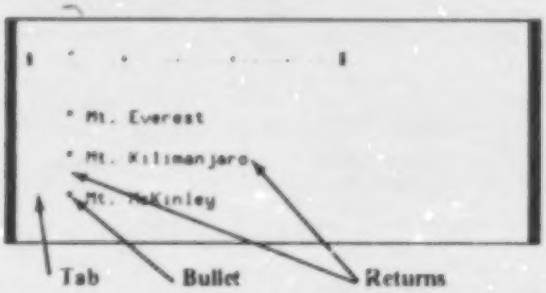
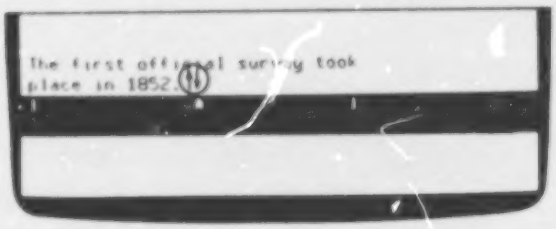
Create a bulleted list. This program can be used when you are creating a list and want to precede each item with a bullet and a space. Notice that the program is not created when you type the first bulleted text. This is because the function of this program is to RETURN twice at the end of the item on the list, tab, type a bullet, and space once. All you do is type the item and touch PROG.



1. Type the first bullet, touch the SPACE bar and type the first item.
2. Hold CODE and touch PROG.
3. Touch RETURN twice.
4. Touch TAB once.
5. Type the bullet using CODE, SHIFT and 1/2.
6. Touch the SPACE bar once.
7. Hold CODE and touch PROG.

Add footnote numbers. To type a superscripted footnote number without a keyboard program, you have to do the following: type the sentence to be footnoted, type a superscript, type the footnote number, and type the subscript.

With the proper keyboard program, you simply type the material to be footnoted, touch PROG, and type the footnote number. Create this program as follows:



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1. Hold CODE and touch PROG.
2. Touch the SPACE bar to allow a space for the footnote number.
3. Type the subscript: CODE SHIFT 9
4. Touch BACKSPACE to move the pointer back to the footnote space.
5. Type the superscript: CODE SHIFT 0 (zero)
6. Hold CODE and touch PROG.

Whenever you need to type a footnote number, touch PROG. The arrows are automatically created and the pointer is positioned for the footnote number. Type the footnote number, space twice, and begin the next sentence.

NOTE: Another method is available for automatic footnoting. Please consult your CPT manual for this method. This method is recommended for anyone using footnoting extensively.

* *

EXERCISE 21.1 USING PROG KEY FOR KEYBOARD PROGRAMS

1. Clear the screen if there is text in the Upper Screen.

2. Ask your instructor for the student Instruction Diskette. Bring IN the exercise labeled KP on the Instruction Diskette. Assuming your Instruction Diskette is in Disk Drive 1, the prompt in the prompt in the upper, lefthand corner of your screen would read: IN 1 KP. Load the keyboard program by holding CODE and touch P. Look at the status line. Select "Load" and RETURN.

3. Call in the first page of the exercise labeled PROG1. Your upper status line would read: IN 1 PROG1.

4. PAGE UP to enter the text into the system's memory. Now read and follow the instructions. You will learn how to load a keyboard program into the program memory for use in this exercise.

* *

EXERCISE 21.2 ADDITONAL PROG KEY EXERCISE

1. Clear the screen if there is text in the Upper Screen.

2. RETURN to bring up a blank typing line.

3. In typing the following paragraph, you will want to "program" the phrase "Delta Research Laboratories, Inc." because it reoccurs frequently. Instructions are given at the appropriate places in parenthesis; do not type the instructions.

   Your use of our name, (Depress and hold CODE key while touching PROG key once; status line will display PROG.) Delta Research Laboratories, Inc. (Turn off PROG key by depressing CODE and PROG--keystrokes will no longer be stored.) , in advertisements for your cosmetic products has not been authorized by the board of this organization. Therefore, I must insist that this practice cease immediately.

   While we do not normally endorse particular product lines, we can enter into a contract whereby we test your products at (Touch PROG) , and certify them as to their purity. In addition, we can check their quality against government regulations and assure you that these standards have been met.

   If you would like more information about this kind of contractual agreement, please write me directly at (Touch PROG) I will be happy to bring the matter up before the board for their consideration.

* *

RECORDED KEYBOARD PROGRAMS

Keyboard programs can be recorded on a disk, making them available for reuse. When a keyboard program is recorded on a disk, it is called a RECORDED PROGRAM. Recording programs allows you to compile a library of programs. Each recorded program is stored and recalled like any other page. A special code, CODE + P, is used to display the program on the screen or to load it into the system.

* *

EXERCISE 21.3 RECORDED PROGRAMS (CODE + P)

1. Clear the screen.

2. Hold CODE and touch the letter P.

3. Look at the status line: PROGRAM Display Load
   The blinking cursor will be under either the D of Display or the L of Load.

4. To DISPLAY the program you created in the previous activity:
   a. Position the cursor under the D of Display.
   b. RETURN
   c. Note the upper screen: A column of letters and space markers will appear down the extreme left of the screen.. This is the program that will be recorded and stored.

5. To RECORD the program, using the page label NAME1PROG1: touch OUT, NAME1PROG1, RETURN.

6. To USE the recorded program, recall the page and load it into the system:
   a. Recall program: IN, NAME1PROG1, RETURN. Leave page in preview area (lower screen).
   b. Hold CODE and touch P.
   c. Space over until the blinking cursor is under the L of Load.
   d. RETURN. The program is moved from the preview area into storage.
   e. Create a blank line by RETURN.
      Depress the PROG key a few times. The phrase "Delta Research Laboratories, Inc." will appear each time you do.

* *

CHAPTER 22

SCREEN SORT

Screen sort enables you to alphabetize material alphabetically or numerically on the screen.

In order to sort, the material to be sorted is dropped into the Preview Area, with the first line to be sorted being the first line in the Preview Area.

CODE A instructs the system to do alphanumeric sort. The default (standard) setting will cause the following prompts to appear in the upper left portion of the screen:

ALPHANUMERIC SORT
1-20

The numbers "1-20" indicate the character positions for primary (first) sort. These character positions can be changed by typing over them, or appropriate character positions may be added for secondary sort--those characters to be considered secondly should the first characters be the same. The key to primary sort, or secondary sort where multiple columns are used, is to be sure that the character positions of each column to be sorted begin at the same character position.

SINGLE LINE, SINGLE COLUMN SORT

An exercise labeled SORT1 has been recorded on your Instruction Diskette to show you how to sort text that is arranged in single lines in single columns. The following exercise will enable you to work with this sort feature.

* *

EXERCISE 22.1 SCREEN SORT--SINGLE LINE, SINGLE COLUMN

1. Clear the screen if there is text in the Upper Screen.

2. Bring IN the exercise labeled SORT1 on the Instruction Diskette. Assuming your Instruction Diskette is in Disk Drive 1, the prompt in the upper, lefthand corner of your screen would read: IN 1 SORT1.

3. PAGE UP to enter the text into the system's memory.

4. You should see the following text on your screen:

Dillon, Sarah
Arnst, James

Conway, Allen
Seward, Harry
Killion, Janet
Gunther, Crystal
Wells, Julie
Everett, Samuel
Tabor, Karen
Baker, Thomas

Note that the first character of each last name begins at character position 1 and none of the lines exceed 20 characters. Remember that the default character positions for Alphanumeric Sort are 1-20, meaning they begin at 1 and do not exceed 20.

5. Because text must be in the Preview Area in order to be sorted, place the text in the Preview Area. (PAGE DOWN) Make sure that the first line in the Preview Area is "Dillon, Sarah."

6. Access the Alphanumeric Sort feature with CODE + A. While holding down the CODE key, depress the letter "A."

7. The following prompts will appear in the upper, lefthand corner of your screen:

ALPHANUMERIC SORT
1-20

We do <u>not</u> need to change the default character positions for this exercise.

8. Touch the RETURN key to complete the command. Very quickly the text will be sorted, or alphabetized.

9. PAGE UP to bring the sorted names into the Upper Screen and to see that they have been correctly sorted alphabetically.

10. If you feel that you need additional practice before going on, repeat this exercise.

* * * *

text in the first column is the same. The sort instructions consist of character position numbers--the character position number of the first character in the column and the character position of the last character in the column. For example, if a column begins at character position 21 and ends at character position 26, the sort instructions would be 21-26.

The different sort instructions are separated by a space.

* *

EXERCISE 22.2 SCREEN SORT--SINGLE LINE MULTIPLE COLUMN

1. Clear the screen if there is text in the Upper Screen.

2. Bring IN the exercise labeled SORT2 on the Instruction Diskette.

3. PAGE UP to enter the text into the system's memory.

4. You should see the following text on your screen:

This is a list of the home telephone numbers for each department head within our company. Each department head should keep this list on file for their reference.

TELEPHONE LIST

NAME	NUMBER	DEPT
Walker, Russell	332-4351	14
Kimball, Sue	498-8236	23
McGraw, Marcia	421-8041	14
Crawford, Jean	544-0988	56
Kimball, Sue	757-7026	09
Edwards, Joseph	854-6123	30

5. You will sort the block of nam s, along with the telephone number and department number--if the name is the same, they will sort by department number. Notice that there are two Sue Kimballs--in Departments 23 and 09. Notice also that a "0" is used as a place holder before the "9" so that each line in the column takes up two spaces.

6. Check the beginning and ending character positions of the columns to be sorted for first and secondary sort. You should find that the names begin at character position "1" and do not exceed the character position of 20 The department numbers begin at 41 and end at 42.

7. Place the text to be sorted in the Preview Area. Since only the names, along with the corresponding telephone numbers and department numbers, are to be sorted, LINE DOWN until the first line in the Preview Area is "Walker, Russell 332-4351 14."

8. Access the Alphanumeric Sort feature with CODE + A.

9. The following prompts will appear in the upper, lefthand corner of your screen:

   ALPHANUMERIC SORT
   1-20

10. In order to sort this information first by name and then by department number, you need the prompts of 1-20 41-42. Move the cursor with the Space Bar two spaces beyond the "0" in "1-20" and type "41-43." Your sorting instructions should appear in the upper, lefthand corner of your screen as follows:

    1-20 41-43

    Be sure that there is only one space between 1-20 and 41-43.

11. Touch the RETURN key to complete the command.

12. PAGE UP to bring the sorted text into the Upper Screen and to see that the text has been sorted correctly.

13. If you feel that you need additional practice before going on, repeat this exercise.

* *

SINGLE COLUMN BLOCK SORT

In creating multiple lines for "block" sort, it is important to have the same number of lines--including typed and blank--in each block. Blank lines may be added to keep each block the same length. For example, in cases where it is desirable to sort addresses and these address blocks vary in length because some are three lines long while others are four or five lines long, keep them all the same length by adding blank lines to the shorter address blocks.

In instructing the system to do multiple line sorting, it is necessary to tell the system the line number as well as the character position. For example, in the instruction "1-20(1) 1(4)" the 1-20 refers to the character position and (1) refers to the line number in the block. The 1(4) refers to the fact that each single block, represented by the "1," contains four lines, represented by the (4). The

last instruction will always refer to the line--whether it is the line on which to sort or the number of lines in the block--and it will always be enclosed in parentheses.

The following exercise will enable you to work with this sort feature.

* *

EXERCISE 22.3 SCREEN SORT--SINGLE COLUMN BLOCK

1. Clear the screen if there is text in the Upper Screen.

2. Bring IN the exercise labeled SORT3 on the Instruction Diskette.

3. PAGE UP to enter the text into the system's memory.

4. You should see the following text on your screen

Smith
John Smith
46 Apple Road
New York City, NY 10007

Lopuinia
Margareta Lopuinia
55 Park Avenue
New York City, NY 10024

Benson
Harold Benson
Highway 55 N.
Maple Plain, MN 55403

Grant
Gary Grant
2420 Ballplayer Blvd.
Denver, CO 70098

Johnson
Darrel Johnson
8419 Virginia N.
St. Paul, MN 55555

Wharton
Rev. Lucius Wharton
77 Pastoral Way
New Orleans, LA 71098

5. You will sort the first line in each block. Check the character position numbers--both the beginning and ending--of each first line for each block by doing a LINE DOWN and checking the character position numbers as each last name is on the Typing Line. You should find that each first character begins at "1" and none of the lines exceed character position 10.

6. Notice, too, that each block is five lines long. This includes the four lines of text and the blank line at the end of each block. Notice that there is also a blank line at the end of the last block. It is important that <u>each</u> block have the same number of lines.

7. PAGE DOWN to put the text to be sorted in the Preview Area.

8. Do a LINE SKIP to delete the recorded format line. If this line is not deleted, it will be the first line to be sorted, and this will throw off your entire sorting procedure!

9. Access the Alphanumeric Sort feature: CODE + A.

10. If you are going consecutively from one exercise to another in this chapter, you will discover that the sort instructions in the upper, lefthand corner of your screen are those that were last typed into the system. The system does not automatically return to the default setting until it is reprogrammed.

11. Type in the following sort instructions:

    1-10(1) 1(5)

    This instruction tells the system to sort the first ten characters, in character positions 1 through 10, on the first line of the block and that each single block is five lines long.

12. Touch the RETURN key to complete the command.

13. PAGE UP to bring the sorted text into the Upper Screen and to see that the text has been sorted correctly.

14. If you feel that you need additional practice before going on, repeat this exercise.

* *

MULTIPLE COLUMN BLOCK SORT

Text that is arranged in multiple columns can be sorted as easily as text that is arranged in single columns. Again, it is important

that each block contain the same number of lines and that each line being sorted begin at the same character position number.

An exercise has been recorded on your Instruction Diskette under the page label SORT4. The following exercise will enable you to sort blocks of text that are arranged in multiple columns.

* *

EXERCISE 22.4 SCREEN SORT--MULTIPLE COLUMN BLOCK

1. Clear the screen if there is text in the Upper Screen.

2. Bring IN the exercise labeled SORT4 on the Instruction Diskette.

3. PAGE UP to enter the text into the system's memory.

4. You should see the following text on your screen:

Blake, Jan	85
5995 4th Ave. S.E.	999-6454
Minneapolis, MN 55490	Prudential
Land, Jenette	54
9872 Fetter Ave.	555-1234
Minneapolis, MN 55764	Austin Mutual
Whalen, John	45
2314 Portland Ave. S.	799-5302
Minneapolis, MN 55403	Blue Cross
Blake, Arthur	29
1333 10th Ave. S.E.	555-4333
Minneapolis, MN 55414	Prudential
Herman, Frank	33
2265 Schock St. N.	300-9833
St. Paul, MN 55904	American Family
Brooks, Julie Ann	24
678 Elm Street	300-7861
St. Paul, MN 55904	American Family

5. You will sort the above information first by insurance company and then by name.

6. Because the insurance company is considered to be primary sort, find the character position numbers for this information and take note of them, along with the line number.

7. Because the name is considered to be secondary sort, find the character position numbers and line number of this information.

8. Find how many lines there are in each block.

9. From #5 - #7 above, you should have gathered the following information: The insurance company character positions are 25-39 on line 3; the character positions of the names are 1-17 on line 1 of each block; each block is 4 lines long.

10. PAGE DOWN to drop the text into the Preview Area.

11. Do a LINE SKIP to delete the recorded format line.

12. Access the Alphanumeric Sort feature: CODE + A.

13. Type in the following sort instructions:

    25-40(3) 1-20(1) 1(4)

    You will notice that these are not the exact character positions that you located in steps #5 - #7 above, but this is okay as long as the last character number does not interfere with another column.

14. Touch the RETURN key to complete the command.

15. PAGE UP to bring the sorted text into the Upper Screen and to see that the text has been sorted correctly.

16. If you do not feel comfortable with the above exercise, repeat it.

17. Try sorting this same text with different instructions for primary and secondary sort. You may resort the text you now have on the screen, or you can start over by bringing IN the exercise again.

* *

CHAPTER 23

INSERTING PRE-RECORDED MATERIAL

INSERT is used to add prerecorded information to letters and documents as you are typing them on the screen. It eliminates much of the repetition in typing. For example, if you are preparing a letter to ten different customers, you do not have to type the date, the greeting, or the closing for each letter. You can type each part once and record it on a filing disk. Then insert each as it is needed on the page.

* *

EXERCISE 23.1 USING INSERT FOR DATE

1. Clear the screen.
2. RETURN to create a line.
3. Type today's date as it would appear on a letter: June 19, 1985.
4. Record the date using the page label D for date: OUT, D, RETURN.
5. RETURN to create a blank line.
6. To type the date:
   a. Type the date's page label--d (When using INSERT, you do not have to type the page labels in capital letters.)
   b. Touch INSERT.

NOTE: The indicator light on Disk Drive 1 will come on as the system searches for the page label. When the page is found, it is inserted onto the screen..

This function will work with any page. Whenever you type a page label on the screen and then touch INSERT, the entire page will be inserted onto the screen. Try it.

* *

COMPARISON OF IN AND INSERT

There are several differences between recalling pages using IN and inserting them using INSERT. Each method offers its own advantages. Familiarity with each allows you to select the one most suited to the task.

Where Text Appears. Text recalled using IN displays in the preview area and must be scrolled up manually. Text INSERTED appears on the typing line and automatically scrolls up as it is inserted.

Effect on Text in Preview Area. The use of IN eliminates text in the preview area. INSERT does not affect material in the preview area, allowing you to store material there during revision.

Text Adjustment. When text is recalled using IN, the original format is retained. As you PAGE UP, it is not adjusted to the screen margins and tabs. With INSERT, text automatically adjusts to the screen margins and tabs.

Where Text Can Be Added. When IN is used, additional text can only be added to the bottom of text on the screen. With INSERT, you can add text to the middle of a page by scrolling a portion into the preview area and positioning the pointer where the insert is to be added.

STANDARD PARAGRAPH DOCUMENTS

Many times the same paragraph or section appears in a business document over and over. These paragraphs which are called standard paragraphs are keyboarded and then stored, identified by content or number. Portions of text are then combined in order to generate distinctly individual documents. This is frequently called document assembly--a process of recalling stored text and combining with newly typed text.

* *

EXERCISE 23.2 STANDARD PARAGRAPH DOCUMENT ASSEMBLY

1. Clear you screen and LINE DOWN to give yourself a typing line.

2. Set your margins for a 60 space line.

3. Type each of the following standard paragraphs and record each OUT separately to the labels preceding each using your student disk. Do not type the labels.

NAMEID (Type current date.)

NAMEI1 This letter is a friendly note about money.

NAMEI2 Perhaps you have misplaced ourinvoice. Shall I mail you a duplicate?

NAMEI3 Your check is probably on its way to us. If not, I am sure you will mail it now.

NAMEI4 In case you simply overlooked our invoice, I would greatly appreciate your mailing a check right away.

NAMEI5 Thank you for your prompt response to our request for immediate payment.

NAME16 Many thanks for your cooperation.

NAME17 Cordially yours,

TOURS UNLIMITED

Andrea Smirthe*(immediately following the "e" Touch CODE, RETURN)
Billing Department

(your initials)

*(To preserve the right margin of any single spaced short line or any line, use a CODE RETURN after each line. CODE RETURN instructs the system not to adjust any additional text onto the remainder of each line. CODE RETURN is not necessary for text followed by two RETURNs. Two RETURNs or one CODE RETURN instruct the system not to adjust additional text onto the line.

4. Your screen should now be clear and all of the above material are recorded on your student disk. Prepare the printer with a sheet of paper. Change your CODE PRINT instructions for individual sheet feeding or automatic feed. Also print using elite (12) and change the indention and top line as you think appropriate.

5. Reset your margins for a 50 space line and record the margin scale on the screen.

6. You will print the following letters using the appropriate addresses and standard paragraphs as indicated.

   a. Mr. Bart M. Beastwaller, 2230 Central Avenue, Jones Ille, VA 24263. Assemble the following paragraphs and inserts on screen: D, NAME11, NAME12, NAME14, NAME15, NAME17. Record OUT to NAME123.2A and then PRINT.

   b. Mrs. Andre Glue, 48 Swallowfield Road, London NW9 7NR, England. Assemble the following paragraphs and inserts on screen: D, NAME11, NAME12, NAME14, NAME15, NAME17. Record OUT to NAME123.2B and then PRINT.

   c. Mr. Ryan Dawson, 3601 Glacier Highway, Juneau, AK 99304-6612. Assemble the following paragraphs and inserts on screen: D, NAME13, NAME14, NAME16, NAME17. Record OUT to NAME123.2C and then PRINT.

* *

TECHNIQUES FOR RETAINING THE ORIGINAL FORMAT OF TEXT

The techniques for retaining the original format of text are summarized below. For more detailed information consult your CPT Manual.

Tabbing in preserves only the left indent of the first line.

CODE TABs preserve indented paragraphs, as long as the screen margins have the proper tab setting(s). To ensure proper indentation, record margin scales with indented text.

CODE RETURNS preserve the right margins of single lines or of paragraphs indented from the right. Be sure to use CODE RETURNS after each short line, except lines which are followed by two RETURNS.

Recorded margin scales can be used to preserve both left and right margins of indented text by setting the margins at the exact width of the text.

CHAPTER 24

INSERTING TEXT WITH VARIABLES

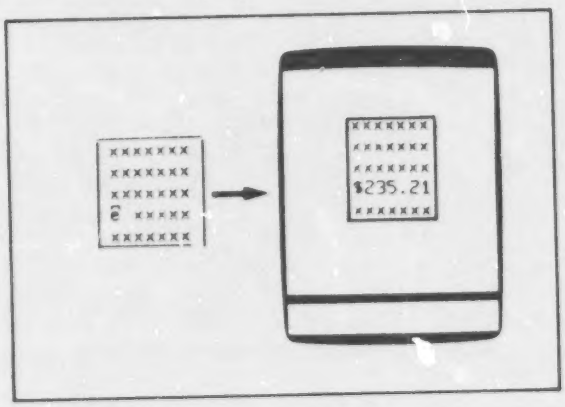
REVIEW OF INSERT

Any page recorded on disk can be inserted into text on th screen by typing its page label and touch INSERT. You were introduced to this feature in Chapter 23.

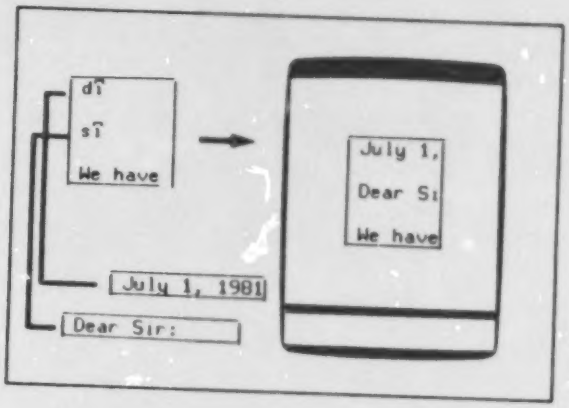
ADDITIONAL INSERT OPTIONS

Material can be assembled on screen by using INSERT in three additional ways: (1) manual entry, (2) automatic insert, and (3) grouped text.

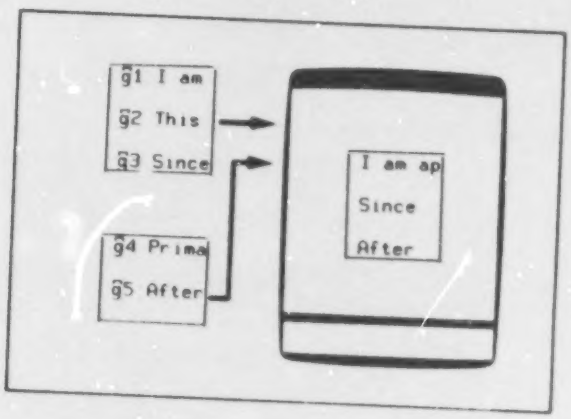
1. Manual Entry. You can instruct the system to stop at specified points when inserting text. This allows you to enter information manually. You do this by typing a HAT E (^E) in the page to be inserted. When you insert that page, the insertion stops at the HAT E. You type in the variable information and then complete the insertion.



2. Automatic Insert. You can link pages to be inserted, so that the insertion of one page automatically inserts other pages within it. In this example, one insertion brngs in three pages: the body of the letter, the date, and the salutation. The instructions to insert the date and salutation are the HAT Is (↑I) in the letter.

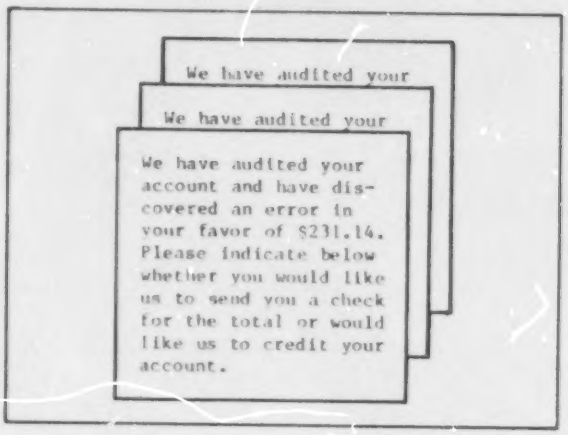


3. Grouped Text. In all of the insertion examples you have seen so far, each insertion brings in an entire page whether the page consists of one line or many lines. This is the preferred method when you are inserting an entire letter or unique blocks of text, such as a date. However, some offices frequently construct documents from standard paragraphs. Rather than storing each paragraph separately, you can store related paragraphs under one page label. Each paragraph is separated by HAT Gs (↑G) and a short label. These paragraphs can then be inserted selectively as required. This approach saves you time and disk space.



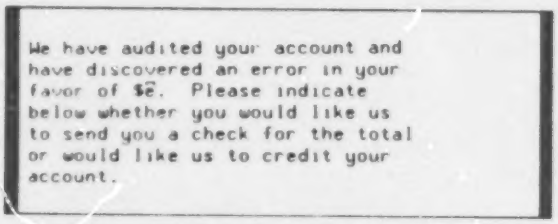
MANUAL ENTRY

Insertion with manual entry is useful for standard documents that must be customized in only a few places in each particular situation. The figure below shows an example of a letter sent to everyone entitled to a check after an audit of their accounts. The information which is unique to each customer, namely the dollar amount, is manually typed.

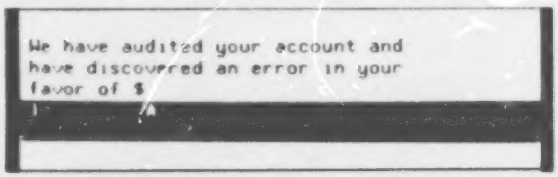

We have audited your
We have audited your
We have audited your account and have discovered an error in your favor of $231.14. Please indicate below whether you would like us to send you a check for the total or would like us to credit your account.

USING MANUAL INSERT -HAT E

A HAT E (ê) is typed by touching the HAT key (^) and then typing the letter "e." To use HAT E, create the page to be inserted, typing ê in place of any information that will vary from one letter to the next. In the example, the ê indicates where the amount to be received will be typed.


We have audited your account and have discovered an error in your favor of $ê. Please indicate below whether you would like us to send you a check for the total or would like us to credit your account.

When the page is inserted, the text stops scrolling into the screen when the system reads a ^. This lets you type the information unique to the letter. When you have finished typing, instruct the system to continue the inserting by holding CODE and touching INSERT.



* *

EXERCISE 24.1 INSERTING USING HAT E (ê) FOR A REPETITIVE LETTER

1. Clear the screen.

2. RETURN to create a blank line.

3. Touch the HAT key. The pointer will not advance. Type the letter "e." You have just constructed an ENTER CODE for the date of the letter.

4. RETURN five times.

5. Enter a HAT E (ê).

6. Return two times and type "Dear ê:"

7. Return two more times and type the remainder of the letter, entering HAT E (ê) where indicated.

> Thank you for the deposit of $ê on your tour reservations. If you have any questions concerning the travel arrangements, please let me know.
>
> Sincerely yours,
>
> Barb Jones◀
> Travel Agent

8. Record the letter using NAME124.1 as the label (OUT, NAME124.1, RETURN).

WE WILL NOW CONSTRUCT THE LETTER FROM WHAT YOU JUST RECORDED.

9. Start with a blank typing line.

10. To bring in the recorded letter
    a. Type the page label: NAME124.1
    b. Touch INSERT.
    The indicator light on Disk Drive 1 will blink. Nothing will happen on the screen, for the system has read the first ê and is waiting for you to enter the date.

11. If you already have today's date recorded under "d," type the letter d and touch INSERT. The date should automatically appear. (This is an example of a stacked INSERT command.) If you do not have the date recorded, type today's date.

12. Hold CODE and touch INSERT to continue. The system should advance five blank lines and stop. The next HAT E has been read and the system has stopped so that you can type the mailing address:

Mrs. Thelma Peterson
1299 Rider Lane
New York, NY 10034

13. Hold CODE and touch INSERT to continue. The next stop will occur after the "$." Type in 125.

14. Then hold CODE and touch INSERT to continue. This will complete the letter except your initials which you should add. Record the letter out to NAMELET1. You may print the letter. Be sure to adjust the CODE PRINT options correctly. (You may wish to adjust the margins of the letter--Consult your instructor if you have difficulties.)

* *

NOTE: If you are using a dual disk drive system, you can also recall text from the disk in Drive 2 by specifying Drive 2, colon, page label--2:page label. All subsequent inserts will come from Drive 2 until you instruct the system to return to Drive 1 for inserts. Do this by specifying Drive 1, colon, page label--1:page label.

AUTOMATIC INSERT--HAT I (^)

Automatic insert is typically used to insert blocks of text which change frequently or periodically--dates, salutations, and closings. You can also link paragraphs or any other kind of text together.

To use automatic insert, record each block of text to be inserted under a separate page label. For example, three pages could be inserted independently or linked to be inserted together with a master page. The master page must contain the labels of the other two pages to be inserted. Linked page labels must be typed in lower case followed by a HAT I.

d (page label for current date)

```
April 23, 1985
```

js (page label for the letter's author)

```
Joe Smithe
Office Education Instructor
```

NAME124.2

```
d^

Please report to the lunch hall stairs during your lunch hour on
Friday to work for the Office Education Bake Sale.  Be prompt and
bring your lunch with you.  If you have any questions, please
consult me.

js^
```

When the master page is inserted (NAME124.2), the system will insert and adjust text as usual until it reads the first HAT I, in this case following the "d" for date. At this point, the page that is referenced will automatically display on the screen. The system will automatically continue inserting the master text until it reaches the next HAT I. Again, it will insert the page that is referenced, which is the page label for the letter's author--"js."

* *

EXERCISE 24.2 AUTOMATIC INSERT--HAT I

1. Insert your student working disk and clear screen.

2. Type today's date and record it with the page label "d."

3. Type your name and beneath it type your title of Office "Education Association President." Record this under your initials.

4. Type the above paragraph inserting the the appropriate page labels followed by HAT is where needed. ("d" and your initials)

5. Record this under NAME124.2.

You now have the master page recorded and the two pages you would like to link to the master page. We will now reconstruct (or insert) the master page and the linked pages with it.

6. Start with a blank typing line.

7. To bring in the insert, type the page label: NAME124.2. Touch INSERT.

If you watched carefully, you might have seen a slight hesitation as the system searched for the other two pages which were automatically inserted within the master insert. In fact, the page labels actually appeard on the screen for an instant. The master letter can be used again to create a letter with a different date or author. (Be sure to create another master letter or change the labels on the present master.)

* *

NOTE: All character between the HAT I and the previous space are considered part of the label. In most situations this is desirable because you usually want a space between the master text and the automatic insert. However, in some cases you may want no space between the master text and the automatic insert which follows it. For example, if you want to have an insert look like this: $44,000. To achieve the correct results, type an equal sign just before the page label. (EXAMPLE: $=amt)

Also, if your master text is "Dear n:" and your automatic insert is "Mr. Smithe"--the result will be "Dear Mr. Smithe :" To resolve this, a HAT G can be used in the automatic insert to eliminate any trailing spaces. You would record the name as: "Mr. Smithe"

GROUPED TEXT--HAT G

Many offices create documentss from standard paragraphs or sections. For example, law offices often create wills or partnership documents by assembling specified standard paragraphs. Architectural offices put together specifications in a similar manner. From several hundred paragraphs on a specific topic, for example, they may select only 30 for a particular project.

Each of these paragraphs could be stored separately under its own page label. These could be brought to the screen by using IN or INSERT. One advantage of this method is the ability to include title lines with each paragraph giving additional information about the paragraph's content. This could, however, result in sorting through hundreds of page labels to find the ones needed.

Another approach is to store related paragraphs under one page label. This facilitates inserting the paragraphs and updating the information they contain. It also uses less disk space. To do this, HAT Gs are used to separate the blocks of text and to give each a unique name. Each block of text is called a group. Since blocks are stored under the same page label, the entire collection can be called in at once to be viewed, copied, revised, or deleted.

Below is an example of a page containing three groups of closings of a letter.

CLOSINGS (page label)

```
Sincerely yours,



Joe Smithe
Office Education Instructor


Yours truly,



Rebecca Lone
Office Education President


Very truly yours,



Tonie Peterson, OEA Secretary
```

The procedure for inserting a group is similar to that for inserting an entire page. The major difference is that you need to specify a group label as well as a page label. In the preceding example, the word "closings" is your page label and you can select any of the three group labels: "js," "ri," or "tp." A comma should separate the two labels such as "closings,js."

* *

EXERCISE 24.3

1. Clear the screen and type an exact duplicate of the preceding example using "Closings(xx) as your page label. Include your initials for the "xx." Also, change the OEA Secretary's name and initials (page label) to yours.

2. After closings(xx) is recorded type the following letter:

   January 30, 1985

   Ms. Marion Reed, Consultant◀
   Business and Office Education◀
   Office of Public Instruction◀
   State Capitol, Room 106◀
   Helena, MT 59620◀

   Dear Ms. Reed:◀

   Our local OEA President, Debbie Duffner, will be representing our chapter at the MOEA officer training session in Helena on February 19 and 20. She will be staying at the Super 8 Motel along with her mother who will be providing transportation.

   If you have any questions, please call our advisor, Mr. Joe Smithe.

   closings,xx

3. Record the letter OUT to NAME124.3. Then return it to the screen by touching In, NAME124.3, RETURN.

4. Position the pointer immediately after "closings,xx" on the bottom line and touch INSERT. The appropriate closing should have appeared.

* *

MULTIPLE GROUP INSERTIONS

When groups are identified with letters, you must insert the text using <u>both</u> the page label and the group label. (Example: "will,a" or "closings,xx")

When groups are identified with numbers, however, you can shorten some insert instructions. The first time you insert a group, you must include both the page label and the group label as in: will,2. As long as groups from the same page label are inserted, you can omit the page label. Just type a slash followed by the group label and touch INSERT, as in the following: /4.

This shortcut can be used as long as you insert groups 1 through 9. When you go to a double-digit group label, you must retype the page label, as in: will,15. The page label can again be replaced with a slash as you insert groups 10 through 99.

CHAPTER 25
CONTROL PAGE PRINTING

Through control page printing, you may select from many different options as to how the final format of your document will appear. It is through control page printing that you choose how many lines per page will be printed, whether or not your text will be justified, or if headers or footers will be added to the pages, just to mention a few of the options.

The following list of keywords, which are used in control page printing as instructions, will give you an idea of the options that exist. Not all of them will be covered in this chapter.

KEYWORDS USED WITH CONTROL PAGE PRINTING

TEXT
JUSTIFIED
TOP
BOTTOM
STARTING PAGE NUMBER
PAGE LENGTHS
SPACING
MARGINS
ADJUSTED
START PRINTING
VARIABLES
SELECTION
PREPRINTED AREAS

Keywords are the instructions that appear on a control page. Some keywords stand alone, while others have additional instructions, called parameters, added to them. Parameters provide such additional information as page labels, margin settings and line spacing.

Both keywords and parameters are typed in all capital letters. A colon and two spaces always follow keywords which have a parameter. For example, to tell the system to double space the document, the keyword instruction would appear as follows:

```
SPACING:  2
```

Each keyword and its corresponding parameters, if needed, must be typed on its own line. TEXT must always be the first keyword--the others may be listed in any sequence.

All keywords should be single-spaced, with no blank lines on the screen before TEXT or after the last keyword.

Remember that control page printing options affect the entire document. However, there are ways of instructing the system to override the control page instructions.

Following is a description of some of the keywords used in control page printing--specifically those used to print a document which is several pages in length.

TEXT

TEXT is the only mandatory keyword. It must always appear on line one and begin at position one. Other keywords may appear in any sequence after TEXT.

Parameters following TEXT identify the disk drive and the page label or range of labels.

Example: TEXT: 1 RPT2.1 RPT2.3

Be sure that the diskette with these page labels is inserted into Disk Drive 1 since these instructions tell the system to find the page labels in Disk Drive 1.

JUSTIFIED

JUSTIFIED means to have an even right-hand margin. The keyword JUSTIFIED stands by itself on the control page--no parameters are used.

Example: JUSTIFIED

TOP

This keyword indicates that a header will appear at the top of the second and each succeeding page of a document.

Headers may include any information you desire. They may be a short description of the document, the title of the document repeated--perhaps in parentheses, a brief title, the author's name, and/or the page number. All automatic page numbering is done with the HAT N symbol. The HAT N may or may not have hyphens around it, depending on your personal preference.

Margins on the header page should be identical to those on the text page--especially if an underlined sentence extends across the top of a page or the information is to be centered.

A header will never be automatically adjusted or justified, even if those keywords appear on the control page. This is why the margins should be identical to those of the text pages.

You should include blank lines (RETURNs) in the header in order to separate it from the text.

Parameters following the keyword TOP identify the disk drive and page label where the header information is recorded.

Example: TOP: 1 HEADER

Note: Headers and any blank lines following them as part of the header are counted by the system in determining the number of lines per page--footers are not counted.

BOTTOM

This keyword indicates that a footer will be added to the bottom of each page of a document. As with the keyword TOP, the keyword BOTTOM also has parameters--to identify the disk drive and the page label under which the footer information will appear.

Example: BOTTOM: 1 FOOTER

A footer may consist of any information you desire, including a HAT N instruction for automatic page numbering. Unlike the header, the footer will print on every page, including the first page.

If the footer information is centered, the margins should be the same as for the rest of the document. A footer will never be automatically adjusted or justified, even if those keywords appear on the control page.

The system automatically places a blank line between the text and the footer. If you want more blank lines, add more RETURNs to the top of the footer page.

Note: Footers are not counted by the system in determining the number of lines per page--headers are counted.

STARTING PAGE NUMBER

This keyword is used when you want the system to start numbering the pages with a number other than 1. The instruction placed on a text page that tells the system to automatically number the pages as it prints them is a HAT N. The system will automatically begin numbering with number 1 unless it is instructed to do differently with this keyword.

The parameter which follows this keyword tells the system the number with which to begin numbering.

Example: STARTING PAGE NUMBER: 12

This keyword is useful when printing chapters other than the first. Only the first chapter will begin with number 1.

PAGE LENGTHS

This keyword is used when you want to print more or less lines per page than the default (standard) setting, which is 57 lines. A standard sheet of paper has 66 lines on it. Printing on 57 lines leaves 9 lines that are not printed. This leaves you with 1½ inches to be distributed between the top and bottom margins.

In control page printing, the system automatically repaginates as it prints. That is, it prints an equal number of lines per page, even if the pages recorded on disk have varied lengths.

The parameters for PAGE LENGTHS tell the system the maximum number of lines to be printed on each sheet of paper (54 in the following example) and the total number of lines available on the page (66 in the following example).

Example: PAGE LENGTHS: 54, 66

Printing on 54 of the 66 lines available leaves 12 lines that are not printed on. This would enable you to have both top and bottom margins of one-inch.

When determining the total number of lines to be printed on each page, first decide how much space (how many lines) to leave for top and bottom margins and for the footer. Remember: The header and the number of blank lines following it are included, or counted, by the system in the total number of lines printed per page.

To override repagination: You can instruct the system to end the page at a specific location by adding a HAT P to the text. A HAT P appears on a line by itself at the left margin. It takes up one line on the screen, but this line will not be counted by the system in determining the number of lines per page. The line occupied by a HAT P is closed up during printing. When the system encounters a HAT P, it stops printing the current page, advances to a new sheet of paper (or asks you to prepare the printer) and continues printing.

HAT Ps are also used to insure that blocks of material print together and are not divided, if so desired. To instruct the system to do this, type a HAT P followed by the number of lines of text that need to be printed together. For example, the instruction HAT P8 would insure that the next 8 lines would be printed together on the current sheet of paper in the printer, or the printer would advance to a new sheet and print them at the top of this sheet. Again, the HAT P followed by a number appears on a line by itself and at the right margin.

You may add as many HAT Ps or HAT Ps followed by a number as are necessary in a document.

SPACING

This keyword is used when you want to overrride the vertical line-spacing that is recorded on disk. (Remember: CODE L is used to select vertical line-spacing--single, double, or triple--on the screen.)

The keyword SPACING selects one spacing (single, double, or triple) for the entire document. You may not choose fractional line-spacing with the keyword. When this keyword is used, the text is usually typed single-spaced on the disk.

The keyword SPACING is followed by a colon, two spaces and the spacing instruction for single, double, or triple spacing. To double space you would use the keyword as in the following example.

Example: SPACING: 2

To choose fractional line spacing, or to override the keyword SPACING for selected points in the document during printing, type a HAT L followed by the number (whole or fractional) of the spacing desired. The HAT L command should be on a line by itself, beginning at position 1 or at the left margin. The HAT Ls override the keyword SPACING.

The following line-spacing are available using HAT Ls: ¼, ½, 1, 1¼, 1½, 2, 2¼, 2½, 3, 3¼, and 3½.

The line occupied by the HAT L command will be closed up during printing; it is a screen line only and will not be counted in the page length.

Any number of HAT Ls may be used in a document. Be sure to place HAT Ls both before and after the amount of text you are giving the HAT L command for.

MARGINS

The keyword MARGINS specifies the margins of the pages to be printed. It will override any margin scales recorded within the document.

It is recommended that the keyword ADJUSTED be used with the keyword MARGINS in order for the text to better adjust itself within the new margins. This will assure more even margins.

The parameters which follow MARGINS indicate the left and right margins respectively.

Example: MARGINS: 1, 60

ADJUSTED

The keyword ADJUSTED instructs the system to adjust words from the next line onto the current line in order to fill up the line to the required margins.

There are two major differences between control page adjusting and screen adjust:

(1) Adjusting through a control page changes the format on paper only--it doesn't change the text recorded on disk.

(2) Automatic hyphenation does not occur in control page printing unless the keyword HYPHENATE is used. You can also force words to hyphenate during printing by adding hidden hyphens to long words (CODE -).

Remember: To prevent short, single-spaced lines from adjusting together, use a CODE RETURN at the end of each line. If the document you are adjusting includes CODE TABs used with indented paragraphs, you must include a recorded margin scale with tab settings.

If a document is typed double spaced and the control page includes the keyword ADJUSTED, the document will be adjusted to single-spacing unless you also use the keyword SPACING.

The keyword ADJUSTED has no parameters; it stands alone.

Example: ADJUSTED

START PRINTING

This keyword is used when you want the system to begin printing a page other than the first one. For example, you may find an error in the third page of a document. After you correct the error and have recorded the correction to disk, you need to print a corrected copy of the document. However, you really don't need the first two pages of the document printed because these were all right. You can instruct the system to begin the printing on page 3 of the document by using this keyword.

Example: START PRINTING: 3

HAT SYMBOLS

Reference has been made to hat symbols throughout this chapter. The hat symbol is located on the Drive Command keys: IN, OUT, PRINT, WORD PAK or blank key, HAT symbol. It is the last key in the column.

* *

EXERCISE 25.1 TYPING WITH HAT SYMBOLS

1. Locate the hat symbol on your keyboard.

2. Touch the Return key for a typing line if the Upper Screen is blank.

3. Type a hat symbol. Notice that the pointer stays in the same character position after typing the hat symbol. Hat symbols are combined with other letters to give commands in control page printing.

4. Type a "p" beneath the hat symbol. Now notice that the pointer moves one character position to the right.

5. Clear the screen.

* *

The following exercise will enable you to use control page printing with a document that is several pages long so that you can see how it works.

* *

EXERCISE 25.2 CONTROL PAGE PRINTING WITH LONG DOCUMENT

1. If you are going through this chapter in the order that is written and just completed the above exercise, your screen should be clear; if it is not, clear it.

2. Type the following document description (white on black above the typing line): EFFECTIVE WRITING - Chapter 2.

3. Set the following format line and record it with a CODE + M: margins of 1 and 65, a 5-space tab grid (CODE + TAB SET).

4. The following pages of text have been used with the permission of CPT Corporation. Due to continuity of the exercise in this chapter, type each of the following three pages as three separate pages and record each page out to the page label indicated on the bottom of each page. At the end of this complete exercise, you will be instructed to record a blank screen to each of your page labels in order for other students to use the same page labels.

   Each of the three pages for you to type and record is on a separate page. Turn the page and type the text as indicated. Do this for each of the three pages.

The last solid line on each page indicates the end of the typing exercise. Do not type the last solid line that you see on each page, but do put in as many blank lines as you see above it before recording each page.

Read the TYPING INSTRUCTIONS on each page before you begin typing.

* * * *

CHAPTER 2

BEGINNING TO WRITE EFFECTIVELY

Effective communication is that process which successfully conveys information of any kind from one individual to another; effective writing is an analagous process that accomplishes the same thing using the written word(s). Notice that I have begun this process of communication with a precise definitive statement of the idea to be discussed, explained and exemplified in this report. This statement is most often referred to as a "thesis statement." It appears as early as is stylistically possible in the introductory portion of any piece of written material. This early presentation of the main intent of the writer serves two purposes: (1) it quickly and clearly defines the main topic to be discussed so that the reader can decide whether or not to go on reading, and (2) it defines the boundaries of the topic to be discussed for both the writer and the reader.

In many cases, the thesis statement is not presented as early or as briefly as it is here. Because the topic to be presented may require background information or a preliminary explanation of some kind, the thesis statement is often found at the end of one, sometimes two, short paragraphs which serve to introduce the general topic area. It is very effective to think of this movement from the more general to the specific in terms of moving from a broader, more abstract idea to an ever-decreasing, narrower and more concrete, specific idea. Figure 1 illustrates this process.

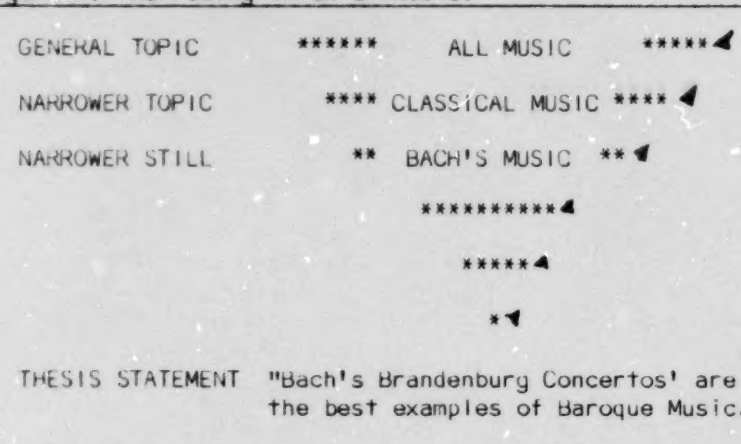
TYPING INSTRUCTIONS:

Type all of the above material except the bottom underscore. This line is put there to indicate the end of text. Make sure you have one blank line beneath your text before you record it.

RECORDING:

Record this page OUT to page label RPT-2.1 to your Student Diskette.

Figure 1. Narrowing in on a thesis.



P2 As can be seen by viewing Figure 1, the goal of the writer is always to narrow the topic down to its most manageable and relevant form. There is no point in attempting to talk about universals or global, sweeping generalizations when intending to convey specific information. However, remember that some background or reference information may be necessary in order to place your specific idea in its appropriate context.

P1 Before considering the actual mechanics of composing, organizing and drafting quality written material, let us consider the purpose and use of such material. When writing expository prose (exposition means a setting forth, describing or explaining of facts, ideas, etc. as opposed to fiction writing), it is most important to have a clear idea of your audience's reason for reading your material.

TYPING INSTRUCTIONS:

Type all of the above material except the bottom underscore. This line is put there to indicate the end of text. Make sure you have one blank line beneath your text before you record it.

RECORDING:

Record this page OUT to page label RPT-2.2 to your Student Diskette.

The preceding paragraphs have really described the process that goes on before any actual writing takes place. This process is called pre-writing, and it can make the subsequent writing easier or harder depending upon the amount of time and effort given to it. Figure 2, an outline of prewriting strategies, should make this clear. Notice that the outline consists of a series of questions that the writer must ask, and answer, before any writing begins.

Figure 2. Planning the report.

---

1. What do I want to say?◢
2. Why do I want to say it?◢
3. To whom am I saying it?◢
4. What and why does my audience want to know?◢
5. Is my topic really narrow enough to be described or◢ explained adequately within the scope of this docu-◢ ment? What is my thesis?

Only when all of these questions have been carefully considered, can the writer move the pre-writing to the writing stage.

TYPING INSTRUCTIONS:

Type all of the above material except the last underscore. This line is put there to indicate the end of text. You do not need to leave a blank line beneath the last line of your text on this page since this is the last line.

RECORDING:

Record this page OUT to page label RPT-2.3 to your Student Diskette.

SEE THE NEXT PAGE FOR REVIEW INFORMATION

REVIEW OF HAT CODES USED IN PREVIOUS EXERCISE PAGES

HAT p18 means that the next 18 lines must be printed together as a block--if all 18 lines do not fit on this page, they must be started on a new page.

HAT 12 means that text following this command will be double spaced.

HAT 11 means that text following this command will be single spaced.

HAT p16 means that the next 16 lines must be printed together as a block--if all 16 lines do not fit on this page, they must be started on a new page.

(Instructions for Exercise 25.2 contined)

5. Type the following header page on a page by itself:

(Beginning to write effectively)

This header should have the sama margins as the text (1 and 65), should begin at character position one and should be followed by two blank lines. After typing this, you should have three lines above the Typing Line to record.

6. Record this header OUT to the page label HEADER. Use your Student Diskette.

7. Type the following footer page for page numbering:

-n-

This footer should have the same margins (65 space line) as the text, be centered between the margins and be preceded by one blank line. After typing this, you should have two lines above the Typing Line to record.

8. Record the footer to the page label FOOTER. Use your Student Diskette.

9. You are now ready to prepare the control page. Type the following lines, beginning each one at character position one, single spacing them and having no blank lines before or after them.

```
TEXT:  1 RPT-2.1 RPT-2.3
PAGE LENGTHS:  54, 66
TOP:  1 HEADER
BOTTOM:  1 FOOTER
JUSTIFIED
STARTING PAGE NUMBER:  12
```

Be sure to put two spaces after the colons and use the number keys for the number one.

10. Record the above lines of control page instructions OUT to page label RPT-CP. You should have six lines above the Typing Line to record.

11. Access the printer instructions with CODE + PRINT and select the following options. Remember to complete each command with a Return.

```
PRINTER A B C
Direct Control Page
TYPE SIZE 10 12 15 Proportional
FORMS Single Continuous Automatic
INDENTATION
PAGE LENGTH 66
LINES PER INCH 4 4.8 5.3 6 8 12
```

Your instructor will place a line below each option that you should select or write in the number that you should type for your particular system configuation.

12. Print RPT-CP. Be sure to place paper in the printer if you do not have an automatic sheet feeder. Your final project should print on three pages.

    REMEMBER: Print from Disk Drive 1 since your control page printing instructions tell the system that this is where the page labels are to be found.

13. Record <u>blank</u> screens OUT to the following page labels:

    RPT-2.1
    RPT-2.2
    RPT-2.3
    RPT-CP
    HEADER
    FOOTER

CHAPTER 26

MERGE

Merge is used most typically for automatic letter writing. When your task is to prepare a personalized and individually typed letter for each person on a mailing list, you should use the merge feature of the OPT system. Because most people are familiar with typing duplicate letters from a mailing list, we will use the automatic letter as our example for merge techniques.

There are three required elements for producing automatic letters: (1) the name-and-address file (these are the variables), (2) the form letter (the text page), and (3) a control page (which merges the first two elements).

CONSTRUCTING THE TEXT PAGE

The text page contains both the standard information to be printed in each copy, as well as the variable information. In recording the form letter, you record HAT Vs each place that a variable will be inserted (merged from the page of variables--in this case, a mailing list).

Which Variable Items to Merge. A HAT V (^V) followed by a number indicates which variable item is desired. When printing the letters using control page printing, the system will replace the HAT V in the text page with the variable item indicated. Each item from the variable record can be used once, more than once, or not at all.

Where to Place the Variable Item. The item is merged into the page at the exact position of the corresponding HAT V. In the example below, the name and address would be merged at ^V1; the name at ^V3.

TEXT PAGE

```
^V1

Dear ^V3:

Today we received a letter,
etc.
```

VARIABLE FILE

```
^
^VMs. Marcia Berqman
1200 Park Dr.
Little Silver, NJ 07041

^VMs. Berqman^V
```

Spacing and Punctuation Considerations. Any spaces you type around the HAT Vs will appear in the final printed copy. If additional spaces appear when you print the page, check the variable file for extra spaces. It is best to create the variable file with a HAT V immediately before and after each item leaving out any leading or trailing spaces. If you want a space before or after the item, put it in the text page.

EXERCISE 26.1 CONSTRUCTING A TEXT PAGE

1. Clear your screen.

2. Type the standard letter as shown below. (Your margins should be set at 1 and 60. Title this document as AUTOMATIC LETTER (remember the title line is the top line of the page (type white on black) and gives a description line to the table of contents along with the filing label.

today's date

v1

Dear v2:

Thank you for being a part of our first "Job Hunt" Co-op Workshop. Your interest and enthusiasm in helping make this workshop a success was greatly appreciated.

We hope the time you took from your busy schedule was rewarding to you when you saw the large number of students eager to learn the correct procedures in finding a job. We feel that the workshop was very successful and was well received by the students. Your support for education and for the youth of our community helped to make this workshop a success.

If we can be of any help to you in the future, please let us know.

Yours truly,

GREAT FALLS HIGH SCHOOL

Don Slaymaker, Distributive Education
Josy Slaymaker, Office Education

JS/xxx

3. Insert your student working disk and record this letter out to NAME126.1.

CONSTRUCTING A VARIABLE FILE (A MAILING LIST)

The variable file contains the variable items of information--such as names, addresses, amounts--that are merged into the text page to create a final document. Once a variable file is created, you can use it to create other documents in the future. So, be complete with the information you store with each file.

There are two HAT codes used for building the mailing list.

HAT A. Type a HAT A to identify the beginning of each record. Everything from one a to the next is considered part of one record. This allows you to have one a per page or several on each page. During control page printing, the system will print one document for each record.

HAT V. HAT Vs are used to separate individual variable items within each record. The system cannot actually read and understand the information in a record. It doesn't know whether "Ms. Spinler" is a name, an address, or an amount. The system can count, however, so it can easily determine which is the fourth variable item within the record. This explains the purpose of the HAT Vs.

As an example, study the following record.

av2245vpencil sharpenervSv15v

The first variable items is "2245," the second is "pencil sharpeners," the third is "5," and the fourth is "15."

This information becomes easier to read when it is merged with the text page. Below is the text page that uses the information listed.

```
ITEM NUMBER:       v1
ITEM NAME:         v2
QUANTITY ON HAND:  v3
REORDER AMOUNT:    v4
```

When printing this page the system looks for the first v in the variable record. This signals the beginning of the first variable item. In this case, it will replace v1 on the final document with the actual item number, 2245. Each successive HAT V indicates the beginning of the next variable item. When the variable file and text page are merged, the printed document will look like this:

```
ITEM NUMBER:       2245
ITEM NAME:         pencil sharpener
QUANTITY ON HAND:  5
REORDER AMOUNT:    15
```

* *

EXERCISE 26.2 RECORDING A MAILING LIST

1. Return to create a blank line.

2. Type the following variables (mailing list) exactly as shown. Record the variables with a ^av at the beginning of each set, a ^v between each part of the set, and a ^v at the end of each set.

3. Use the CODED RETURN where appropriate.

^avMrs. Mitzi McIntosh, Owner/Manager
Mitzi-M/Kidstuff
Holiday Village Shopping Center
Great Falls, MT 59405
^vMrs. McIntosh^v

^avMs. Sue Sell, Office Systems Manager
First Bank Great Falls
P. O. Box 5000
Great Falls, MT 59403
^vMs. Sell^v

^avMr. Will Weaver
Career Ed. Consultant
Largent School
Great Falls, MT 59405
^vMr. Weaver^v

^avMs. Nancy Peterson, Bus. Dept. Chrmn.
Great Falls Vocational Technical Center
2100 16th Avenue South
Great Falls, MT 59405
^vMs. Peterson^v

4. Record this exercise OUT to NAME126.2

* *

CONSTRUCTING THE CONTROL PAGE

The control page puts all the pieces together and is constructed exactly as you learned in Chapter 25--Control Page Printing. It directs the system to the text page and the page (or range of pages) comprising the variable file. Although the example being used is a single page, the text can also consist of a range of pages (for example, a four-page letter).

Use of the Keyword VARIABLES. To use automatic text merging, the only difference from control pages that you have already seen is the VARIABLES keyword. This keyword and its associated parameters tell the system where to find the variable file. For example, the following instruction on a control page tells the system to perform automatic text merging using the variable file recorded as page VAR1 on Drive 2.

```
VARIABLES:  2 VAR1
```

The following instruction directs the system to a range of pages on Drive 1.

```
VARIABLES:  1 S-1 S-20
```

or

```
VARIABLES:  1 NAME14.1 NAME14.10
```

Below is a complete control page for automatic text merging.

This column is typed.	This is an explanation column only.
TEXT: 1 LETTER	Location of form letter
VARIABLES: 1 S-1 S-20	Location of Name and Address file
MARGINS: 1, 60	Desired margins for letter
ADJUSTED	Even right hand margin

The term ADJUSTED is frequently used in automatic text merging because it tells the system to readjust the page accordingly after the insertion of each item. This would be critical if you were adding variable information within the body of a letter such as amounts ($5 or $5,000,000) or names (Lee or Bernadette).

* * * *

NOTE: If you used a recorded margin scale, you could omit the "MARGINS: 1 60." ADJUSTED is not used because you do not have variable information located directly within the body of the text letter.

2. Record OUT to your student disk at NAME126.3.

* *

PRINTING WITH AUTOMATIC MERGING

The control page used for automatic text merging is printed in the same manner as the control page used for reformatting a document.

Prepare the printer. Select CODE PRINT options desired. Remember that CODE PRINT is used to select control page printing rather than direct printing. Touch PRINT.

The system will print one copy of the text document for each record in the variable file. You can do other work while this is happening. Be sure to check the first copy printed. Verify that each item from the variable file is being printed in the proper location and with the proper spacing.

* *

EXERCISE 26.4 PRINTING AUTOMATIC TEXT MERGE

1. Prepare the printer. Select the proper CODE PRINT options.

2. Touch PRINT. Type NAME126.3. RETURN.

If you do not get the desired results, check your control page, text page, and/or your variable file. If you still need help, consult your instructor and/or the CPT Manual.

* *

CHAPTER 27

USING MERGE WITH A SELECTION LINE

A variable file, as discussed in Chapter 26, once constructed can have many uses. A document can be created for each item in the file such as we did with the mailing list merged with the text letter. Normally with a variable file the system will create one document for each item in the the variable file. However, at other times, you may want to use only some of the records in the variable file. For example, you can send letters only to selected customers, such as those who own a particular car model or those who work on a particular committee or those whose names begin the letter "A." Using merge with a selection line can search for those customers and merge and print only those records.

SELECTION LINE

Each record in the variable file must contain a selection line that describes the record. The selection line is divided into fields describing specific attributes of the record. These fields may repeat information contained in the record, such as a name, identification number, department, or color. Or, they may contain other descriptive information associated with the record.

Another item needed for automatic selection is the keyword SELECTION on the control page. This instruction tells the system which records to select based on the information in the selection line of each record. One document is printed for each record that has been selected.

The system compares the selection line of each record with the SELECTION instruction in the control page. If the record meets the specified criteria, the record is merged into the text page to print a new document. If not, the record is bypassed.

SELECTION LINE FORMAT

The selection line is typed on the first line of a variable record immediately following the HAT A that identifies the beginning of the new record. The selection line is make up of fields of information separated by commas. All 240 characters of the line may be used. Below are several selection lines from the same file.

^Ajunior,female,3.4,10795

^Asenior,male,2.2,10797

^Asophomore,female/homebound,3.1,88876

Within a given file, all selection lines must be similar. They must contain the same number of fields arranged in the same order. In this case, the first field of each record's selection line contains the high school student's class. The second field contains the sex. The third field contains the grade point average. The fourth field contains the student identification number.

The system identifies fields by counting commas. The first field consists of everything between the HAT A and the first comma and the second. A selection field may be any number of the characters long, but shorter fields are easier to use and increase the efficiency of the system.

Notice the third example above. The slash in the second field indicates that this student is a sophomore who is homebound (not attending classes within the school). This record will be selected if either or both of these are indicated by the SELECTION instruction on the control.

There are several selection line considerations to keep in mind. The SELECTION instruction and the selection line must be matched. The system interprets items differently if they are typed differently--"Soph." is not the same as "sophomore" nor is "85," "1985" and "'85" treated the same. Be especially sure not to confuse the number zero and the letter "O" and the number "1" key with the letter "l" key.

Do not use hyphens, commas, or slashes within a field because these have special meanings to the system.

* *

EXERCISE 27.1 ADDING A SELECTION LINE TO A MAILING LIST

1. Clear the screen, insert your student disk, and bring IN Exercise 26.2--NAME!26.2. RETURN.

2. We will assign SELECTION lines to the addresses according to the following:
   A. the person is a Mr., Mrs., Ms., or Dr.
   B. the person is in business or education
   C. what the last initial of each person's name is
   D. whether the person is a Bus. Dept. Advisory Committee member
   E. what the person's zip code number is.

   Each characteristic is referred to as a field (there will be five fields). A comma is used to separate each field.

   We will construct a CODE/PROGRAM to help us add the selection line.

   The first item of your recorded mailing list should look like the following:

   ^Mrs. Mitzi McIntosh, Owner/Manager
   Mitzi-M/Kidstuff
   Holiday Village Shopping Center
   Great Falls, MT 59405
   ^Mrs. McIntosh^

3. Scroll up until the first line of the addresses as shown above (Mrs. McIntosh) is just below the margin scale.

4. Type the following above the first line of the address:

   ^Mrs.,business,M,Yes,59405

   Space down one line. Place the indicator under the the first ^, touch HOLD, and BACKSPACE one time. This will eliminate the HAT A on the first line of the address. (It is now on the selection line which is the first line of the address.)

5. Repeat the above using the following as the first line of each of the addresses:

   ^Ms.,business,S,Yes,59403

   ^Mr.,education,W,Yes,59405

   Ms.,education,P,Yes,59405

   NOTE: Be sure to eliminate the HAT A from the first line of the existing mailing list as you are adding a HAT A to the selection line. Remember that each HAT A indicates a new name on the mailing list.

   NOTE: You may set up a CODE PROGRAM to do type part of this assignment for you.

   A. Scroll up until the first line of the first address is just below the margin scale.

   B. Carrier return and type a HAT A and the characteristics of the first name and address.

   C. Turn on CODE/PROGram
      LINE UP
      CODE/BACKSPACE, and SPACE
      Turn HOLD on and BACKSPACE once
      Turn HOLD off
      PARAgraph UP
      RETURN and type a HAT A

   D. Turn CODE/PROGram off. Type in the second individual's characteristics and touch the PROGram key. Repeat for the remainder of the names and addresses.

6. Record the coded addresses OUT to NAME127.2.

* *

THE SELECTION KEYWORD

To determine which records are selected during automatic text merging, the SELECTION instruction is added to the control page. Without this keyword, all variables are selected. If it is used, the system compares the selection line of each record with the criteria specified in the SELECTION instruction. Only records that satisfy the selection criteria are merged into the text page and printed.

A selection can be based on an individual field or a combination of fields. If the selection read as follows:

SELECTION: ,education,

only records in the second field with "education" will be printed. In the case of the address list which you just typed with selection lines, two records would be selected from the four which you typed.

To select either of two items in one field, a slash may be used in the SELECTION instruction. For example:

SELECTION: ,education/business,

will select from the mailing list those who are in education, those who are in business, and those who are in both.

Or, for example:

SELECTION: Mrs/Ms,

will select from the mailing list all women addressed as Mrs. or as Ms.

To select from a range of values within one field, a hyphen can be used to select the range. For example:

SELECTION: ,,,,59401-59405

will select from the mailing list all of the zip code ranges above.

To select two or more fields for the mailing list, both criteria to be selected must be met to be selected from the mailing list. For example:

SELECTION: ,education,,yes,

will select all those in education who are members of the Bus. Dept. Advisory Committee.

TYPING A SELECTION INSTRUCTION

The keyword, SELECTION, is typed followed by a colon and two spaces. Then the selection criteria is typed. The system identifies individual fields by counting commas. The first field begins at the third position after the colon and continues until the first comma. A comma in this position indicates that the first field is not being selected. Two commas in a row indicate the absence of two selection criteria and so on. In the previous example:

SELECTION: ,education,,yes,

the system will select records with "education" in the second field and "yes" in the fourth field.

The final comma is needed unless the last field indicated in the SELECTION instruction is also the last field on each selection line. Commas are not needed for later unused fields.

* *

EXERCISE27.2 TYPING A CONTROL PAGE AND PRINTING USING MERGE AND SELECTION LINE

1. Clear your screen.

2. Type the following control page beginning on the first line space one exactly as follows:

   TEXT: 1 NAMEI26.1
   VARIABLES: 1 NAMEI27.2
   MARGINS: 1, 60
   SELECTION: ,education,,yes,

3. Record this control page OUT to your student disk as NAMEI27.2.

4. Change your printing options to the settings for printing a medium size letter. (CODE PRINT)

5. Prepare the printer.

6. Touch PRINT. Type NAMEI27.2. RETURN.

Three letters should be printed. If you do not get the desired results, check your control page, text page, and/or your variable file and the selection line. If you still need help, consult your instructor or the CPT manual.

* *

* *

EXERCISE 27.3 ADDITIONAL EXERCISE USING A MAILING LIST FOR MERGE

1. Clear your screen.

2. Type the following document using the correct MAT Vs as learned in Chapter 26.

   (Current date)

   (Inside Address)

   Dear (Addressee):

   Thank you for your recent contribution of $ (contribution). Your contribution is very much appreciated and will be used for the new library, which should be completed within the next 18 months.

   If you have any questions or comments about the operation of your institution, contact my office at any time. It is always a pleasure, (addressee), to talk with you.

   Cordially,

   OFFEDA'S

   Charles Mansfield

   xxx (your initials)

3. Record as NAME|27.3

4. Type the following names and information for your address file. Be sure to arrange the information correctly as learned in Chapter 26.

Mr. Paul Crock
803 Third Avenue
Douglas, AK 99824
$100

Mrs. Ruthie Dorcil
5928 Crumbs Street
Dallas, TX 75228
$50

Mr. S. Drumsbox
4458 Swan Lake Lane
Dallas, TX 75228
$1,000

CPT WORD PROCESSING FUNCTIONS

TYPING

CODE BACKSPACE	Express backspaces pointer to the left margin.
CODE C	Automatic centering.
CODE CLEAR/TAB/SET	Sets five space tab grid or clears all tabs; on/off feature.
CODE H	Choice of automatic, wraparound, or manual hyphenation.
CODE L	Sets screen line spacing 1, 2, 3.
CODE U	Automatic underlining.
CODE M	Sets a format line.
CODE MAR/SET	Sets the left margin.
CODE OUT	Sets automatic recording at the specific line limit.
CODE RETURN	Keeps next line from adjusting during editing.
CODE R	Locks upper and lower screens together; on/off feature.
CODE SPACE	Keeps words from separately adjusting during editing.
CODE TAB	Sets a temporary tab; cancelled by two returns.
CODE V	Views hidden characters (sub/superscripts, etc).
CODE X	Changes character case.
CODE - (hyphen)	Placed at the beginning of a word to cancel automatic hypenation. Placed within a word at a required break.
CODE = (equal)	Double underscore typed on the line below the one to be underscored; does not repeat.
CODE SHIFT EQUAL	Overstrike; prints a line through existing characters.
CODE 1	Creates a right bracket (])
CODE SHIFT 1	Creates a left bracket ([)
CODE SHIFT 2	Creates a paragraph sign (¶)
CODE SHIFT 3	Creates a registration sign (®)
CODE SHIFT 4	Creates a copyright sign (©)
CODE SHIFT 5	Creates a dagger (†)
CODE SHIFT 6	Creates a section mark (§)
CODE SHIFT 7	Creates a trademark sign (™)
CODE SHIFT 1/2	Creates a degree sign (°)
CODE SHIFT . (period)	Creates a greater-than sign (>)
CODE SHIFT , (comma)	Creates a less-than sign (<)
ENTER	Acts as a tab, or return, when using the ten-key pad.
ERASE	Erases the character above pointer. Repeats.
HOLD	Holds characters above and to the right of the pointer and used to insert or delete characters; on/off feature.
INSERT	Used alone to start insert feature.
MAR SET	Used to set the left or right margin

RECORDING/RECALLING

IN label RETURN	Brings a recorded page to the screen from the filing disk.
OUT Label RETURN	Records all text above the margin scale.
CODE B	Commands printer to resume printing; same function as the RESUME button on the printer.
CODE PRINT	Displays choice of print commands.
PRINT Label RETURN	Initiates printing a page or a range of pages from the filing disk, screen, or keyboard.
STOP	Stops the printer.

Control Page Printing

HAT l	Changes the line spacing within a document being printed.
HAT n	A page numbering command recorded on a header or footed page.
HAT p	Mandatory end-of-page command to printer.
HAP p#	The system will print the number of lines (#) indicated as one block on the same page.
HAT s	Stops printer automatically during direct, control page, or screen to printer typing.
HAT v	Separates variables within a block of variable information.

Editing

ADJ	Adjusts text from preview area to the uppper screen by CHAR, WORD, LINE, PARA or PAGE; continous when held down.
CHAR (Character), WORD, LINE, PARA (Paragraph, PAGE	Amount control keys used to specify the amount of text affected during text editing.
CODE A	Starts Alphanumeric Sort feature.
CODE ADJ	Activities Search and Replace; changes the case of the first letter of the next word adjusted to the typing line.
CODE INSERT	Continues insert after enter code (e) has been found.
CODE MOVE	Starts a block or column move.
CODE s	Used to define words or phrases for Search and Replace.
DOWN	Moves text down on the screen.
HAT	Used alone as a stop command.
HAT a	Informs system that a new block of variables is beginning.
HAT e	An enter code that stops an insert so variable information can be added.
HAT g	A group code that stores groups of variable information on one page.
HAT l	A link code used to insert the contents of one page into another already on the screen
SKIP	Deletes text from the preview area, stops the Table of Contents, and cancels an IN, OUT, or PRINT command before a RETURN.
UP	Moves text up on the screen; continuous when held down.

Status Functions

CODE 0	Used to change operations.
CODE *	Shows % of recording space used on disk + unused blocks.
CODE SHIFT/ (?)	Displays program disk revision level, date and any operation in use other than Operation 0.